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ABSTRACT

This document is intended to provide New York schools, business/industry representatives, and others with resources to develop or further refine work-based learning (WBL) strategies or components. Section 1 presents background information on the following topics: (1) the scope of WBL; (2) foundations for the development of WBL; (3) categories of WBL (visits to workplaces, volunteer experience, employment); and (4) program operation (budgeting, staffing, scheduling, marketing, safeguarding, restructuring, recordkeeping). Section 2 presents detailed practitioner-focused information about the following types of WBL activities: field trips; job shadowing; service learning; career exploration internship programs; other unpaid internships; youth jobs; subsidized employment training; youth-run enterprises; cooperative education and paid internships; and apprenticeships. The following information is provided for each type of WBL activity: purpose; program activities; program format (including scheduling, appropriate grade level, and program length); staffing requirements; applicable regulations; marketing strategies; and financial, program development, and assessment requirements. Each model is also followed by case studies illustrating programs currently operating in New York State. The final 60% of the document consists of 15 appendixes that include various guidelines, glossaries, and other resources addressing topics such as the following: WBL for students with disabilities; preparing young women for higher-wage careers; service learning projects; and essential skills and dispositions. (MN)

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WORK-BASED LEARNING

A Resource Guide for Change

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- IV. Foundation for the Development of Work-based Learning
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Section Two: "How-To"

- Career Exploration
- Volunteer Experience
- Employment

Section Three: Forms Hudson River Center for Program Development, Inc. has made a modified version of the *Forms* section of the hard cover version of Work-Based Learning available for downloading from our web site. Copies of the hard cover version forms may be obtained by contacting us by e-mail, or telephone at 518 432-4005. The available forms are:

- Program Planning
- Employer Agreements
- Student Training Planning
- Student Assessment
- Previsits and Postvisits
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- Workplace Assignments
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- A: Guidelines for Providing Work-based Activity Components for "Education for Gainful Employment"
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I. Introduction

The *School-to-Work Opportunities Act of 1994* offers the nation resources to help bring about systemic educational reform, by preparing students to make a successful transition from school to work and careers. Under New York State's educational reform plan, *A New Compact for Learning*, resources from related State initiatives and funding from this act are being used to ensure a structure which encourages all students to complete their education and be better equipped to join the nation's workforce. All students are offered opportunities to prepare for high-skill, high-wage careers, increase opportunities for further education, and earn portable credentials.

The outcome of this systemic reform will be a school-to-work opportunities system throughout New York State. This workforce preparation system will:

--Integrate essential workplace skills in the K-adult curriculum

--Set world-class workforce standards

--Provide multiple learning environments

--Provide performance-based assessment

--Provide students with work experience

--Integrate career development, K-adult

As identified in the Act, such a system will have three essential components: school-based learning, work-based learning, and connections between the two. Although all three components are equally important and their integration is essential, the greatest challenge to creating a school-to-work opportunities system lies in providing work-based learning. Thus, this document will focus on the activities necessary to implement the work-based learning component of a school-to-work system for secondary educators. Work-based learning for adults is specifically addressed in *Appendix A*, which refers directly to the Education for Gainful Employment (EDGE) program. The content of the information in this document may be adapted for general work experience and local use.

The guide is based on the work of Stephen and Mary Agnes Hamilton of the Cornell Youth and Work Program. Their facilitation at the Regents Summer Institute on Work-based Learning in July of 1994, and subsequent report entitled *Work-based Learning: A Manual for Practitioners,* provides the foundation for this practitioner-focused "how to" approach. Further input was gathered during a focus group of work-based learning practitioners from schools and business. Participants of the focus group very willingly shared what works best, based on their extensive experience in the field. New Yorkers have learned from these efforts that work-based learning can provide *all* with a hopeful vision for meaningful involvement in the workforce of the future.

II. Using the Guide

The purpose of this guide is to provide schools, business/industry, service delivery areas, organized labor, parents/guardians, and community-based organizations with resources to develop or further refine work-based learning strategies or components. The guide is divided into two sections. The first section contains basic information about work-based learning including the scope, foundation, categories, and operation. This section is designed to provide an information base for those seeking to establish a work-based learning system component as well as those already working with an established component. The second section provides more detail about the various work-based learning activities from career exploration to actual paid employment. Each activity is followed by several case studies -- actual examples of the model implemented in different venues.

The guide is in a binder which allows practitioners to customize work-based learning activities to fit their needs. Relevant material can be gleaned from both sections of the guide and put together with pertinent sample forms and labor laws from the appendices. Materials can also be added from other resources to tailor programming.

Resources from the guide can be used in a variety of circumstances related to work-based learning including:

--A "how to" for planning

--A system guide

--Information on specific work-based learning examples

--Sample forms and other tools

--Staff development

As various work-based learning strategies or components are implemented around New York State, this body of knowledge will grow and change. This guide serves as a growing and changing reference tool. Other ways to share this growing body of knowledge and experience with all are currently being considered. Your experiences build the foundation for this growth and change. Good luck!

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I. Introduction

II. Using the Guide

III. Scope of Work-based Learning

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III. Scope of Work-based Learning

Work-based learning is the most challenging of the three components -- school-based learning, work-based learning, and connecting activities to bridge school-based learning and work-based learning -- called for in the *School-to-Work Opportunities Act.* This section will explore the scope and nature of work-based learning. For additional background on the other two components -- school-based learning and connecting activities -- please see *Appendix B.*

Work-based learning occurs through actual work experience, from which students learn general workplace competencies as well as the skills and knowledge required of specific jobs. The student in a service-learning program at a local museum realizes that it is important to be prompt, to be a team worker, and to accept responsibility as he/she fulfills tasks of explaining various exhibits and presenting a family workshop to museum attendees. In addition to positive work attitudes and participatory and employability skills, the student acquires a real-life understanding of day-to-day activities of the workplace.

Undertaking day-to-day workplace activities should *not* translate into assigning "busy work" to students or exploiting free labor. To ensure the integrity and value of the school-to-work system, the work-based and school-based learning components must be coordinated. Schools, employers, and students work together to devise objectives, activities, and work tasks, and to guarantee relevance to career majors. This planned program of job training and work experiences may result in the award of a skill certificate (a portable, industry-recognized credential) to the student.

Therefore, authentic work-based learning activities include:

> *A meaningful work experience* in which all students realize a sense of accomplishment and of contribution. *Appendix C* provides information on providing accommodations to ensure accessibility for all. Students with disabilities must have a transition component in their Individualized Education Program (IEP) that is based on the students' needs, preferences, and interests and which includes a coordinated set of activities. These activities include preparation and instruction for employment and include job training and work experiences. *Appendix D* offers guidelines for developing work-based learning programs for students with disabilities.
>
> *A planned program of job training and work experiences that are coordinated with the component.* Training during high school will prepare students to be contributing members of the community and will enable them to develop skills for negotiating their own needs in the workplace. Students with disabilities must be provided the same opportunities to participate in the workforce and the appropriate accommodations to enable them to do so.

Workplace mentoring, in which a student is paired with an employee over an extended period of time. The employee helps the student master certain skills and knowledge.

Instruction in general workplace competencies. Students recognize the importance of punctuality, appearance and demeanor, confidentiality, professionalism, team-playing, and responsibility as factors for success in the world of work.

Instruction in all aspects of an industry. This might include planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues related to the industry or industry sector.

Many different student experiences fulfill the above criteria. From job shadowing to apprenticeship, experiences range from short-term introductory types of experiences to longer-term, more intensive ones. The various categories of work-based learning are explained in detail in Chapter V.

Successful work-based learning and other school-to-work activities are the result of collaboration between schools, postsecondary institutions, employers, organized labor, and other community representatives. These entities work together in a local partnership to supply guidance and expertise on the content and provision of the school-to-work system. The wholehearted, committed involvement of a variety of entities in the local partnership enhances the ability of the school-to-work opportunities system to provide a broad range of services to all students.

To offer equal access to educational services, schools must be prepared to reach out to:

--disadvantaged students

--students with diverse racial, ethnic, or cultural backgrounds

--Native Americans

--students with disabilities

--students with limited English proficiency

--migrant children

--former students who dropped out of school

--academically talented students

--adult learners

Reaching out to these students might entail:

> Training staff, mentors, employers, and counselors on women and other under represented groups in nontraditional fields and on harassment, both sexual and racial;
>
> Collaborating with disability consortia, resources, and initiatives;
>
> Providing services, such as language assistance, alternative testing methods, academic remediation, or related support to special needs students; and,
>
> Training on workplace accessibility and appropriate accommodations as mandated in the *Americans with Disabilities Act* (ADA). For additional information on providing appropriate accommodations, see *Appendix C.*

The school-to-work opportunities system is a *learner-centered* career development process. The process revolves around the students' needs, interests, and abilities. As early as kindergarten, students begin a journey of self-awareness and assessment that allows them to define their goals and aspirations.

The vehicle for this journey will change according to the age and maturity of the student. For example, teaching basic socially-acceptable behaviors, such as respect and getting along with others, is appropriate for early grades. Class projects assigned in middle school reinforce these same qualities, as well as introduce other valuable workplace skills like reliability and organization. In high school, students learn about responsibility and taking the initiative through internships or service learning. The basic skills taught to kindergartners, first-graders, and second-graders lay the foundation for more sophisticated career awareness activities in later grades.

The age of the student impacts the nature of the work-based learning activity. For example, an appropriate work-based learning activity for third-graders studying animals is a field trip to the local animal hospital. This activity offers an excellent opportunity for teachers to make their students aware of what is involved in such animal-related careers as veterinarians, laboratory technicians, intake personnel, and assistants to veterinarians. On the other hand, an appropriate work-based learning activity for a tenth-grader would be much more intense, such as job-shadowing a veterinarian during a typical workday.

The key to a successful school-to-work system is to relate what the students learn at the animal hospital to what they learned in the classroom before and after the visit. It is essential to link the component with the school-based component. Before the visit, the third-grade teacher may have led a brainstorming session on what goes on at animal hospitals. During the visit, the teacher asks the employees of the animal hospital to briefly discuss their responsibilities. Upon return to the classroom, the teacher asks the students to talk to other people who also work with animals, such as farmers, zookeepers, animal control people, or pet groomers, and report back to the class about their findings.

Prejob shadowing activities for the tenth-grader might involve developing a series of interview questions addressing the nature of the veterinarian's work, what training is involved, rewards and challenges of the career, and future direction of the profession. During the course of the job-shadowing experience, the student interviews the veterinarian. As a follow-up activity, the student prepares a written, formal interview, perhaps to be included in a newsletter focusing on careers.

The integration of work-based learning, school-based learning, and connecting activities into a school-to-work opportunities system should guide students on their journey and ultimately help them achieve their goals. The continuous preparation, integration, and reflection required of the self-awareness and assessment process remains a constant -- an unending thread to follow -- throughout the students' K-12 education and beyond. It is truly the basis for lifelong learning.

IV. Foundation for the Development of Work-based Learning

The implementation of a work-based learning component within the local partnership requires building a foundation. Many of these suggestions or building blocks have been identified by people who have already developed and implemented work-based learning component activities. These people have also shared various forms they have used successfully, which are included in the third section of this guide.

Marketing

The first element is marketing or selling the work-based learning component of the school-to-work opportunities system. Marketing is *always* based on the What's In It For Me? (WIIFM) principle: Why should I buy? How is my life (business, school, future) going to change if I buy?

Madison Avenue *really* knows how to market! Think about it. When an advertisement appears on television or in a magazine, it is targeted toward a particular group or market segment. Madison Avenue promises that life will be better if you buy jeans, eyeliner, beer, a fancy new car, truck, or van, laundry soap, cigarettes, etc. Thus, the public buys.

Applying Madison Avenue principles to work-based learning requires thinking about:

> What's in it for me?
>
> What's the transaction?
>
> Who is the seller?
>
> What is the product?
>
> Who are the buyers?
>
> Are they internal or external to the system?

Internal Buyers:

> For example, a few teachers have expertise in workforce preparation and want to encourage a school district to implement a work-based school-to-work system component. First they have to decide whom they have to convince. In this example, the buyers are internal and may include:

--Other teachers

--Department chair

--Principal

--Superintendent

--Board of Education

Why should other teachers want to be involved in implementing work-based learning activities? What's in it for them? Answers might include:

--They'll be on the cutting edge in their work

--Additional teaching resources will be available

--Students will discover academic relevancy to the world of work

--Students will perceive a direct connection between education and the community-at-large

Why should a principal or other administrator "buy" this program? Again, answers might include:

--Teachers will be more engaged and satisfied

--Students will be more motivated, experiencing academic and work-related success

--The school will be recognized in the community as an innovator, with perhaps little or no cost to the district

External Buyers:

As a marketing campaign is being developed for selling or promoting work-based learning, the same questions must be asked of the external buyers:

--Students

--Parents

--Local businesses/industries

The answers become the foundation for the campaign:

--Students will experience success and improve their grades. The advantages of completing an education to improve employment opportunities will be reinforced by their own experiences.

--Parents will be encouraged that their children will pursue either further education or employment and achieve self-sufficiency.

--Local businesses/industries will contribute to ensuring that the preparation of the future workforce is consistent with their needs.

Support within the school and the community will be garnered based on the extent to which the "sellers" are deliberate and thoughtful about identifying the various external buyers and defining the product. Meetings, large and small group presentations, brochures, letters, interviews on local talk radio and cable access programs, and articles in local newspapers all can successfully promote work-based learning and the benefits to be gained as long as people clearly understand what the specific benefits are to them.

Almost always, different strategies have to be developed for different buyers or market segments. Developing targeted strategies for different groups may be more work than having one generic strategy, but the result is more effective communication of the message and more tangible support for the school-to-work system.

Communication

Communication among all the relevant parties is critical to the establishment of a work-based learning component. As support for the component is garnered through marketing efforts, communication links are established.

Internal Communication:

--The first and most critical communication network is internal to the local partnership. Each local partnership member needs a common communication platform from which to understand a school-to-work opportunities system and the three components: school-based learning, work-based learning, and connecting activities. Through this internal communication, all personnel within the partnership will understand their particular roles and responsibilities, what those roles and responsibilities contribute to the system, and why their roles are important.

Since a school-to-work opportunities system might be new to a district or agency, it may take a while to work out communication processes. There may be difficulties before systems are formalized. However, initial marketing and communication efforts should help ensure that everyone is "on board" and supportive of the partnership, in spite of any difficulties.

External Communication:

> --External communication within the community is critical to ultimate program and student success. Receiving the support of the parents/guardians through the parent-child connection is critical to students engaging in work-based learning. The communicative process must emphasize the importance of work-based learning for all students, including those heading immediately for work or for further education and then for work, to gain parental support. Even if parents are inexperienced with the world of work, tapping into their desire to have the best possible world for their children will be a great motivating factor.
>
> --The business/industry and organized labor connections are other examples of external communication and are paramount to the program. Work force preparation program developers emphasize that a coordinated, noncompetitive approach to the business community from the educational community is absolutely necessary. This collaboration should embrace other nearby school districts or educational institutions, as well, to minimize turfdom. Experiences have been reported of school districts competing with one another for the attention of an area business/industry.

Again, establishing clear communication among all the stakeholders in a school-to-work opportunities system is essential to the sense of partnership and the long-term success of the system. Devoting time to establishing a common vocabulary for the programs, services, and procedures to ensure that each member of the local partnership understands the entire school-to-work system philosophy is essential. Taking the time to identify the stakeholders, using commonly accepted vocabulary, and planning effective communication strategies will save time in the long run. It is even possible to expand the partnership, encouraging collaboration among partnership members to maximize resources.

Participation

Once marketing engages the school and community, communication networks are set up, and all stakeholders are informed, active participation becomes a concern for at least some of the stakeholders. School personnel will probably recognize most readily the benefits of a work-based learning component. Students, parents/guardians, and employers may present the greatest challenges to regular and consistent participation.

The management of the work-based learning component will have a great deal to do with student participation. Students will participate if they:

--See relevance in what they are learning

--Can envision a future with marketable job skills

--Can experience success in all aspects of the system

--Have the support of their parents

Anyone who has been associated with a school district knows the power of "word of mouth" by the students. If there is something "in it" for them, they'll "buy."

The participation of parents/guardians in the development of a school-to-work opportunities system is critical. Their own skills, interests, and experiences can create a climate in which children are interested and motivated to explore the world of work. Even if parents have limited formal schooling or work experience, they still share values toward achievement and independence which are essential to a successful work life.

Employer and organized labor linkages are obviously the linchpin of a work-based learning component. Employers *must* benefit in some way by participating in such an effort. So must unions. Good will is probably not enough. Their participation must involve a minimum of time for maximum impact. Numerous meetings with competing partnerships will discourage their involvement. Before approaching a business or industry, learn something about it. Contact the Chamber of Commerce or the Private Industry Council, or do research in the library career center to learn about the employer. Have some ideas before you approach businesses about what they can do to help and how they will benefit. No one's time should be wasted.

Staff Development/Mentor Training

The staff development and training needed to implement a work-based learning component are significant and, again, critical to success. If schools are to help students and out-of-school youth explore, choose, and follow career paths, they must provide more and better advice about employment, about educational opportunities, and about the connections between them. Professional counseling is critical, but without sufficient professional counselors to meet all of the students' needs, teachers, parents, and mentors must also contribute such advice. In the case of staff development, the following different stakeholders are identified by their training needs. The forms under "Program Planning" may prompt some ideas for meeting these needs.

Administrators need to:

--Be knowledgeable about work-based learning component concepts for instructional and administrative purposes

--Develop a specific workshop designed to inform and engage the local partnership members in the importance of workforce preparation

Teachers/Counselors need to:

--Learn about the range of possibilities for work as an exciting way to plan lessons

--Use the Secretary's Commission on Achieving Necessary Skills (SCANS) competencies to assist teachers in recognizing their roles and integrating work experiences into their curriculum development and instructional planning. (For more information on SCANS, see Appendix E.)

--Participate in regular follow-up meetings about their progress in weaving or integrating the work world into their learning activities

--Recognize what employers expect and need and link it to curriculum development

--Assess progress in nontraditional ways

--Be trained before work-based learning activities are offered to students, perhaps having similar work experiences as students, e.g., job shadowing or mentoring

--Be mentored by veteran teachers who have experience in work-based learning

Employers need to:

--Be trained in mentoring students at the worksite

--Participate in the assessment of students' skills and abilities

--Foster independence and responsibility

--Collaborate with teachers in the development of work-related curriculum

--Know how to supervise, reinforcing student successes and correcting their mistakes, and encouraging students when they get discouraged

Special Populations

The School-to-Work Opportunity Act requires that educators fully involve traditionally under represented populations in any system preparing the nation's workforce. Ensuring that school and workplace staff receive initial and ongoing training in meeting the needs of special populations is critical to access and accommodation. Inherent in the intent of the legislation is the following:

Gender Equity:

--Analyze the range of work opportunities for both male and female students (see *Appendix F)*

--Encourage female students to pursue what have been nontraditional occupations in the past

--Support participation of female students who have been under represented in vocational education in the past

--Contact the New York State Occupational Education Equity Center for an information packet entitled, *Sexual Harassment in Our Schools -- Putting the Pieces Together for Prevention and Response* (For the address of the Equity Center and a complete listing of telephone numbers, see *Appendix G)*

Participation by Persons with Disabilities:

--Focus on demonstrated need for increased involvement, since youth and adults with disabilities are significantly under represented in employment. This continues even though studies of employer experience with workers who have disabilities demonstrate that, with appropriate training and support, they are productive participants in the community and the labor market

--Plan accessible services to address functional limitations that otherwise could bar someone who is qualified from participating in the labor force

--Provide reasonable accommodations to enable students with disabilities to participate in a full range of school-to-work system components including basic skills instruction, field trips, paid and unpaid work experiences, mentoring experiences, etc. These accommodations may include physical access, instructional modifications, alternative testing methods, and, if needed, related support services (See *Appendix C*)

--Provide the least restrictive environment for instructional accommodation

--Contact the State Education Department's (SED) Office of Vocational and Educational Services for Individuals with Disabilities (VESID), at (518) 474-3060, or a regional VESID office for more specific information on resources available to assist school districts and students with disabilities in work-based learning. (See *Appendix C*)

--Work with the Committee on Special Education (CSE) to ensure that work experiences are an integral part of the student with disabilities' transition component of the IEP

--Provide mentors with disabilities as role models

Out-of-School Youth and Adults:

--Recognize barriers that impede participation and success and provide appropriate supports such as remedial education and child care

--Facilitate assistance in language development for English for speakers of other languages (ESOL) students and cultural differences in relation to the workplace

--Provide tutorial assistance in reading, writing, language, and/or mathematics

--Structure opportunities for increasing self-confidence and self-esteem

--Identify support services available within the community to address individual personal needs

--Identify other training related programs such as those offered by service delivery areas and community-based organizations

Economically Disadvantaged:

--Market aggressively and support participation of economically disadvantaged learners who have been under represented in vocational education in the past

--Introduce career awareness programs early and provide students with a range of work settings

--Provide counseling support to groups that are under represented in area work settings

--Structure curriculum, sequence learning experiences, and group experiences that promote self-acceptance

--Identify support services available within the community to address individual personal needs

Legal Issues

When introducing youth to the workplace, it is important to address legal and liability issues related to their participation in employment settings. These issues are introduced at several points in the guide. The major areas of concern are:

Federal and State Labor Law:

An *employment relationship* (which requires the payment of wages) exists between the student and the business whenever students perform work which has economic value to the employer. The exception to this rule, however, is in the case of not-for-profit agencies in which students are volunteering (but not replacing an employee of the agency).

The United States Department of Labor (USDOL) and the New York State Department of Labor (NYSDOL) use six criteria points to govern the placement of minors in nonpaid training environments within a business/industry setting. If *all* of the following criteria apply, the trainees or students are not considered employees:

--The training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school

--The training is for the benefit of the trainees or students

--The trainees or students ***do not displace*** regular employees, but work under their close observation

--The employer that provides the training derives no immediate advantage from the activities of the trainees and, on occasion, the employer's operations may actually be impeded

--The trainees or students are not necessarily entitled to a job at the conclusion of the training period

--The employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training

It is very tempting to use the language of the work world to reinforce to the students that service learning is a source of work experience. Again, caution should be exercised to not blur the lines between volunteerism and unpaid labor.

In special circumstances, it is possible to obtain approval for a *subminimal wage certificate* for students with severe disabilities who are involved in rehabilitation programs. Requests for this approval are facilitated by VESID, the Office of Mental Retardation and Developmental Disabilities (OMRDD), the Office of Mental Health (OMH), and the Commission for the Blind with the assistance of the Department of Labor. To assure that wages are appropriately determined and paid, the district or agency is required to periodically "time study" workers and keep appropriate records.

Minimum age standards at the Federal and State levels establish that a minor must be at least age 14 to be employed in certain specific occupations outside of school hours, for limited periods of time each day and week, and at specified points during the day. Hours for students age 16 are regulated by New York State law for nonhazardous occupations, with some exceptions. The law defines an adult worker as a person who is at least 18 years-old.

Employer Liability:

---Preparations should be made in advance for potential mishaps that may occur when a student leaves school, travels to the workplace, and is physically at the worksite. Procedures for protecting the youth and his/her family, the school district, and the employer should be delineated in clear language for what to do should a "worst case" scenario occur

---Appropriate insurance coverage can be offered by schools and be an inducement for employer participation

---Insurance companies can issue a certificate of insurance stating that a student is having an out-of-school learning experience as proof of the school's responsibility for liability

---If there is no formal agreement with the employer, the school district can have a letter available on school letterhead stating a student is covered by the school insurance as an extension of the classroom

Documentation

Since the work-based learning component of the school-to-work opportunities system is relatively new to local partnership members, documentation of the various new processes and compliance with certain requirements need to be thought out. Some of the questions relating to documentation as suggested by experts are:

--How will credit for the program(s) be applied to graduation?

--How will work-based learning experiences be recorded and tracked?

--What must be included in formal employer agreements? Who keeps track of them?

--Who oversees all the curriculum development and integration of work-based experiences?

--How are the staff development process and workshops design and delivery unfolding?

--How are the new communication networks being formalized to see that all stakeholders are continually informed about the status of work-based learning activities?

The success of new ventures often rests in the details. Work-based learning is no exception. Taking the time to plan ahead for the documentation needed will result in more effective processes and the ability to evaluate results. Such documentation is described in more detail at the end of Section I. Developing and modifying processes for documenting interactions, agreements, accreditation, compliance, and work experiences, among others, is an important investment for any school-to-work system. Examples of "Employer Agreements" and "Workplace Assignments", plus many other forms, can be obtained from Hudson River Center by mail. The *Forms* section of the hardcover version of the Work-Based Learning document is currently not available for download from our web site.

Student Assessment

Follow-up and assessment is essential to document student progress. It is difficult to address this issue without a discussion of standards. The ideal would be clearly articulated, challenging high standards for all and many different ways to achieve them. What is really needed, however, are additional valid and authentic ways to measure the attainment of standards. Providing a variety of assessment options, such as those exhibited in the Forms section, will enable all students to demonstrate competencies.

Exhibitions of Mastery:

--Can be illustrated by student demonstrations or presentations

--Demonstrate learning through self-directed study or through voluntary experience

--Show achievement of outcomes

Performance-based Assessment:

--Provides opportunities for imbedding performance-based assessment in the instructional program so that students receive regular feedback as to their progress, strengths, and weaknesses

--Allows students to be more responsible and accountable for their own learning

--Permits learning opportunities to be modified so that all students achieve the established standards

--Enables students to feel they are able to achieve immediate success and will be equally successful as they leave school and transition to the workforce

Student Portfolios:

(send for the *Forms* section for detailed information on portfolios):

--Allow display of the creation and collection of student work completed over time and selected by the students

--Include students' perceptions and feelings about their accomplishments

--Express the extent to which the students have achieved their goals, measured the improvements in self awareness, and demonstrated the breadth of careers they have explored

--Include evaluations by employers/sponsors, teachers, and clients or workers

Earning a Credential:

--Should be based on demonstrated mastery rather than time. Using this paradigm, where learning occurs becomes irrelevant

--Should be genuinely associated with performance or mastery and be based on valid assessments of competence

--Should be portable, as in the case of apprenticeship

Measuring Component Effectiveness

An evaluation of New York State's school-to-work opportunities system will be conducted under the direction of SED and the ongoing advisement of the State School-to-Work Advisory Council. It will be designed to gather both quantitative and qualitative information from multiple data sources on the extent of system implementation, extent of achievement of student outcomes, and recommendations for improving the design and delivery of the system. Evaluation plans from local partnerships receiving implementation grants will include steps to gather data for this evaluation.

Measuring the success of the work-based learning component dictates both formative and summative evaluations. Samples of various forms for evaluating programs are included in the Forms section of this guide. Planning a formative evaluation requires building in the capability for gathering information and knowledge to improve functioning and achieve stated goals.

Formative Evaluation:

--Measures progress against the milestones in planning documents

--Notes anything in the plan which was to be done and affects the programs in some way such as assessing outcomes, meeting milestones, completing activities, chronicling perceptions of stakeholders, recording participation and progress of students

--May result in the plan being refocused or resources redirected -- portions may be strengthened, perhaps even eliminating some

--Means that programs are never implemented exactly as envisioned and planned

--Provides program planners with data for reasoned decisions in tailoring a program to fit the needs of the students, the schools, businesses/industries, organized labor, service delivery areas, and parents/guardians

Summative Evaluation:

Summative evaluations are overall studies which enable decisionmakers to see if the component, as it has been conceived, designed, and modified, achieves the original goals and objectives. The questions to be asked and answered depend upon the original goals and objectives. Needing a summative evaluation for the agency's purposes (as well as for any funder) underscores the importance of the conceptualizing and planning phase of any project.

--Did students learn important work-based skills?

--Do students feel more prepared to transition from school to a job and career and further education?

--Do students feel more confident about approaching the world of work?

--Do students have a good sense about what they need to do next: more schooling, more experience, learning other skills, etc.?

--Will students do what they need to succeed in the workplace?

--Is there increased placement in high-skill, high-wage careers?

--Is there increased job retention, job earnings, and employer satisfaction?

--Have teamwork skills increased?

--Are certificates/credentials being increasingly acquired?

--Is high school increasingly being completed?

Setting an achievable goal, such as focusing on a certain group of students so they know what careers they want and how to get them, will garner success. The impact of any educational program, no matter how well-founded, requires time.

Each of the above building blocks will have some bearing on the work-based learning component of the school-to-work opportunities system. They can be envisioned as the foundation upon which effective work-based learning programs can be conceived and constructed. Remember these building blocks and address them throughout the program planning process. The wide variety of work-based learning activities is described in the next chapter. The second section of the guide includes "how to" sections for these activities.

V. Categories of Work-based Learning

Work-based learning, as noted earlier, includes a number of different activities that take place in both the workplace and the school. These activities vary in terms of their educational and occupational objectives and in terms of the level of involvement demanded of students, teachers, and employers. A useful model for differentiating among the work-based learning activities involves four critical dimensions:

> ***Objectives*** are what participants are expected to learn from work.
>
> ***Activities*** are what participants do in the workplace.
>
> ***Academic relevancy*** is how work-based learning is related to school-based learning.
>
> ***Commitment*** is how much time at work is devoted to learning.

Based on these dimensions, Hamilton and Hamilton, in the document *Work-based Learning -- A Manual for Practitioners,* group the variety of work-based learning activities into three main forms. Similarly, this guide groups the activities into: *Visits to Workplaces, Volunteer Experience,* and *Employment.* For a more in-depth understanding of each work-based learning activity, turn to the cross-reference in Section II of this guide that is identified at the end of each section.

Visits to Workplaces

By visiting workplaces, students learn about possible future careers and about the work environment. In terms of time and activities, this form of work-based learning, which encompasses field trips and job shadowing, is generally the least intensive. Students do not perform tasks and are not paid. Observation is the chief learning activity.

Field Trips:

Objectives: Dubbed career adventures by some practitioners involved with work-based learning, field trips are opportunities for career exploration.

Activities: Perhaps the form of work-based learning in which most students have participated, field trips can include tours, presentations, or group-oriented workshops or discussions.

Academic relevancy: Accounting for the maturity and interests of students in different grade levels, field trips are appropriate for grades K-12 and beyond. Whatever the age of the student, however, field trips should be preceded by an orientation (*Why are we going on the field trip?*), and followed by a time for reflection (*What did we learn on the field trip?*). These connecting activities will reinforce the relationship of the field trip to career awareness. Visits to the workplace may serve a dual role if they also reinforce another academic concept related to the curriculum (e.g., environmental awareness in science, Native American history and culture, etc.)

Commitment: Field trips, frequently sponsored by schools, clubs, and other youth and community organizations, are one-time group visits to a workplace for a day or part of a day. Employers' commitments include providing a tour host to the group, asking workers to be available at their worksites to answer students' questions, and possibly sharing a look "behind the scenes" with the students. Guidelines for employers are included in the "Program Planning" forms.

CROSS REFERENCE: See Part II, Field Trips

Job Shadowing:

Objectives: Students participating in job shadowing activities explore occupations in greater detail than afforded by field trips.

Activities: Students learn by observing or "shadowing" an employee at the workplace. The direct, one-to-one, relationship between the student and the employee allows for sustained observation of and discussion about the workplace.

Academic relevancy: Typically a part of career exploration activities in middle/intermediate or early high school, job shadowing helps students select a career major for the latter part of high school. This activity is also appropriate for older students, who may benefit from its networking potential for summer jobs or full-time jobs after graduation. By watching what people do at the worksite and talking with them about their work, learners hone their career objectives.

Commitment: Job shadowing is designed for individuals, rather than for groups of students. Correspondingly, there is greater flexibility in terms of planning. Longer term than field trips, job shadowing usually lasts a half to one full day and sometimes involves multiple visits.

Employers serving as hosts are responsible for assigning employees for the students to shadow, ensuring that these employees work well in a mentoring relationship. Employees are expected to explain their jobs to the students, make students aware of a typical day by being available for observation, and answer any questions students may have.

CROSS REFERENCE: See Part II, Job Shadowing

Volunteer Experience

Through this form of work-based learning, students become more knowledgeable about specific careers and workplaces by contributing their skills. By actively participating, students learn workplace skills including planning, communicating, working with others, and completing tasks in a timely manner.

Because volunteers are not paid for their work, it is important to be aware of the labor laws governing nonpaid work experience. To help prevent possible violation of labor laws, the Department of Labor has specific criteria regarding nonpaid work. Specifically, volunteers must meet the following criteria:

> --Individuals perform tasks traditionally reserved for volunteers. They are not being used to supplant or augment paid staff in performing staff activities
>
> --Individuals are not required to work certain hours or perform duties involuntarily
>
> --Individuals receive no remuneration for their activities

Additionally, **volunteer services must be performed in a not-for-profit, non-commercial endeavor.** Students are allowed to participate in work-based activities in commercial business, providing it's paid experience. The exceptions to this are field or clinical experiences associated with health career programs.

Although the word "clinicals" is sometimes used interchangeably with "paid internships," clinicals are most frequently associated with work experience in health occupations. The difference between clinicals and field experience is based on the size of the sponsoring agency, the number of students involved, and the nature of student supervision.

Students participating in clinicals are supervised by, and learn from, both the classroom instructor and a mentor. Generally, the classroom instructor accompanies a large number of students to the worksite experience, such as a nurse-assistant program in a hospital.

Field experiences, on the other hand, accommodate a handful of students at the most. Supervision is limited to periodic visits by the classroom instructor at the worksite, along with on-site supervision by appropriate staff. For example, students who have completed classroom and clinical instruction for serving as home-health care workers would increase their skills proficiency by participating in field experiences under the supervision of a registered nurse licensed to provide home health care.

Service Learning:

Objectives: Service learning combines voluntary community service with a structured school-based opportunity for reflection about that service. Typically considered civic education, students are doing important work that has positive consequences for others, like refurbishing a park. While doing something for others, students are doing for themselves too.

Activities: Participation in service learning can be either a group or an individual activity. A group project might be to coordinate and conduct a town cleanup day; volunteering in a local hospital is a popular individual effort. Furthermore, although acting as a good citizen is appropriate at any age, it is essential that the abilities and interests of a student's age group be matched with genuine needs in the community.

Community needs will vary by community. For example, an older student might escort younger children walking to school. Such a service would not be necessary in a setting where transportation is provided for students. In this situation, peer tutoring might be a more useful service.

Academic relevancy: Students gain valuable work experience from their interactions with working adults, and from completing tasks similar to workplace tasks. Even voluntary service that lacks a career focus lends itself to teaching general workplace skills and providing an opportunity for individual career exploration.

Service learning is most often sponsored by schools, churches, youth organizations, and other such community organizations. Regardless of the sponsor, students may receive academic credit for the service learning activity.

Commitment: There is a general expectation that the older the student, the greater the time commitment to the service learning activity. The most challenging activity involves regular participation over an extended time.

CROSS REFERENCE: See Part II, Service Learning

Service Learning: Unpaid Internships

Objectives: The Career Exploration Internship Program (CEIP), developed by SED in collaboration with the NYSDOL and USDOL, allows students to explore and learn about a variety of career options through nonpaid worksite experience.

Activities: CEIP students rotate through a series of job stations within a career cluster of their interest.

Academic relevancy: CEIP combines on-site internships with in-school instruction. Often, the Career Exploration Internship Experience is enhanced by other program combinations -- such as job shadowing preceding the student's participation in CEIP and a paid Cooperative Education or Youth Apprenticeship program following. CEIP is for students age 14 and older who are in grades 9-12.

Commitment: CEIP can be delivered through a variety of scheduling options: during the school day, after school, weekends, summers, etc. Similarly, the program can be tailored to accommodate the needs of the students, such as a 108-hour on-site internship (bearing one credit) with 54 hours in-school instruction or, alternatively, a 54-hour on-site internship (bearing 1/2 credit) with 27 hours in-school instruction.

CROSS REFERENCE: See Part II, CEIP

Employment

Employment is at the far end of the work-based learning continuum because it involves the greatest commitment and intensity level. This form of work-based learning may be particularly attractive to students since it combines the benefits of experience or training with income. Paid work experience includes youth jobs/employment programs, subsidized employment training, youth-run enterprises, cooperative education, and apprenticeships.

Youth Jobs/Employment Programs:

Objectives: Jobs typically open to teenagers, such as at fast food restaurants, are restructured so to maximize the student's opportunities for learning about all aspects of the operation and for getting to know adult workers. When appropriate school activities and assignments take place in conjunction with the employment, youth jobs are an ideal source of work-based learning. Alternatively, school-sponsored youth employment programs offer a comprehensive approach to introducing students to employment opportunities through a combination of work experiences and related course curriculum developed by school and industry staff.

As students develop their work skills, they should pursue employment in higher skilled jobs related to their career choice. Employment should be a vehicle for career exploration and decision making, especially in light of estimates indicating nearly one-third of high school students, ages 16-19, are employed at any given time.

Activities: Students are employed in low-skill jobs, such as cashiers, car wash attendants, library aides, and baggers, etc. They are exposed to the variety of jobs associated with the business and are assigned to supervisors who serve as mentors to the students. Additionally, they complete classroom-based coursework in conjunction with the employment experience.

Academic relevancy: Working part-time can teach responsibility, social skills, and the value of hard work. In addition to work-related curriculum, connecting activities to supplement basic workplace skills might include progress reports from teachers to supervisors (and tutoring if deemed necessary) or scholarships for students who remain in the program, graduate from high school, and enroll in college.

Sharing report cards or other indicators of progress with employers or mentors as a condition of employment helps ensure that workplace responsibilities do not impair academic performance.

Commitment: High school students should be limited to working less than 20 hours per week. Students may not accumulate additional hours by working more than one job.

CROSS REFERENCE: See Part II, Youth Jobs

Subsidized Employment Training:

Objectives: Some high school students find it is necessary to work because of their economic situation. These students may, also, face barriers to both education and employment. They may be at greater risk for dropping out of school or for failing to find high-paying jobs with career ladders. To counteract these conditions, subsidized employment training provides remedial academic enrichment and employment skills training in a variety of settings.

Activities: Subsidized employment training is essentially paid work as part of a training program. Organized by both governmental and nongovernmental organizations such as community based organizations (CBOs), subsidized employment training programs are extremely diverse. Much of the funding for these programs originates from Federal support under the Job Training Partnership Act.

Academic relevancy: To be effective, this work-based learning activity must be tied to school-based learning activities, such as seminars, daily classes, or reflective seminars. Students may more fully benefit from employment training if they, also, receive life skills training. Mastering personal and social competencies empowers students to build upon the employment training. This confidence will promote their pursuit of further education and training.

At-risk students who participate in academic enrichment and employment skills training early will be able to build a larger network of support through the years. Subsidized employment training programs can and should be offered to at-risk children during middle school years. For younger children, the programs begin with a stronger academic component, with employment training phased in over a period of years.

Commitment: Preliminary research indicates that long-term, systematic programs tend to be more effective than short-term efforts. Consequently, programs should be year-round. Many programs are implemented in the summer months, with school-year tie-ins.

CROSS REFERENCE: See Part II, Subsidized Employment Training

Youth-Run Enterprises:

Objectives: Youth-run enterprises are workplaces created by young people to provide them with employment and management experience. In these enterprises, young people create and manage real businesses, producing and marketing goods and services within their community. An example of a youth-run enterprise is Youth Scoops, sponsored by Ben & Jerry's Ice Cream, in Ithaca, NY. All Youth Scoops employees are under age 18.

Activities: Students handle every aspect of operating a business, starting with working as employees themselves. Gradually, they assume more complex responsibilities such as interviewing, hiring, training, and supervising new employees, developing a business plan, managing the business, and doing the accounting. A sponsoring organization often helps maintain the stability of the enterprise when students graduate or move on.

Academic relevancy: Students receive academic credit for training in business skills, planning, and community analysis. Such classes prepare students for the responsibility of operating a business. A teacher or advisor is available to students who have questions about or who need assistance in operating the business.

Commitment: Because youth-run enterprises operate as real businesses, this activity may require a greater time commitment from youth. The prerequisite academic classes typically are a semester to a year in duration.

CROSS REFERENCE: See Part II, Youth-run Enterprises

Cooperative Education:

Objectives: Students in cooperative education programs, such as the Cooperative Occupational Education Program (CO-OP), alternate or parallel their academic and vocational studies with paid employment in a related field.

Cooperative Occupational Education Program is one of the oldest types of work-based learning in the United States. These programs permit students to develop and demonstrate their skills at a paid, supervised worksite. For schools that do not have traditional Occupational Education programs, two variations to CO-OP are the *General Education Work Experience Program* (GEWEP) and the *Work Experience and Career Exploration Program* (WECEP).

Activities: Students achieve their goals by observing, assisting, and completing increasingly more complex tasks under the direction of a supervisor or mentor. A mentor is an employee who is paired with the student for an extended period of time. The mentor helps the student master certain skills and knowledge, models good workplace behavior, challenges the student to perform well, and assesses the student's performance.

In New York State, the most popular instructional areas/CO-OP programs are:

--*Agriculture* - agribusiness, conservation, farm production, horticulture, horse handling, small animal care, agricultural mechanization, and agricultural mechanics

--*Business-Marketing* - office/information systems, management, wholesale and retail merchandising, marketing, entrepreneurship

--*Home Economics* - child care, clothing, food, home, and furnishings

--*Trade and Industrial* - a variety of trades, industrial, technical, and related service occupations

Students interested in careers for which occupational programs are not available in their school can participate in a Diversified Cooperative Occupational Education Program. Diversified programs unite students from several different occupational education areas under the supervision of diversified cooperative education coordinators who maintain contact with on-the-job supervisors.

Academic relevancy: Constant communication between coordinators, on-the-job supervisors, and students is a must from day one. One of the first tasks for the student, school, and employer is to cooperatively develop a formal training plan to use during the course of the semester or year. These training plans are crucial for identifying goals, establishing criteria, guiding training and evaluation processes, and maintaining communication among all partners.

In CO-OP programs, academic credit (150 hours of on-the-job work = 1/2 Carnegie unit, 300 hours = 1 Carnegie unit) is granted for students' work experience. Additional Carnegie units may be granted for the related classroom instruction that precedes employment, takes place concurrently, or both. A Carnegie unit is a unit of credit awarded once a student completes the appropriate unit of study. A student must earn 18.5 units to be awarded a local or Regents Diploma.

In Diversified Cooperative Occupational Education programs, students may earn one unit of credit for a class of related instruction that meets 108 hours over the course of a year, and two credits for 600 hours of on-the-job work.

Students, age 16-21 (14-21 for agriculture) enrolled in or having completed an occupational education program are eligible to participate in CO-OP programs. WECEP programs are open to students, age 14-15, who meet eligibility criteria. CO-OP education and its variations are designed to lead directly into either a related postsecondary program, entry-level job, or registered apprenticeship program.

Commitment: Cooperative Occupational Education programs offer a great deal of diversity in that they can be tailored for communities that are rural or urban, large or small, industrial or nonindustrial. Regardless of the setting, it is important to note the allowable number of working hours. CO-OP guidelines state that the maximum number of work hours allowed for 16 and 17 year-olds when school is in session is 6 per day and 28 per week.

For additional state-level regulations and requirements of CO-OP programs, see New York State Education Department's *Cooperative Occupational Education Handbook* or the *General Education Work Experience Guidelines*, available from the Occupational Education Testing Curriculum and Training Team, NYSED's Office of Workforce Preparation, (518) 474-5506.

CROSS REFERENCE: See Part II, Cooperative Education and Paid Internships

Paid Internships:

Objectives: Much like CO-OP programs, students participating in paid internships work to learn about particular industries or occupations.

Activities: The student's workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single occupation. Usually, students are supervised by, and learn from, an on-site mentor.

Academic relevancy: The main difference between CO-OP programs and paid internships lies in the award of credit. Students completing paid internships generally receive credit for work experience and classroom instruction as a unit that is part of the curriculum For example, an internship may involve five weeks of work experience in a state agency as part of a public policy curriculum.

Commitment: Internships are very diverse due to the particular requirements of the occupation being explored. They operate more or less independently of each other and, therefore, have greater flexibility in terms of content, process, operation, and time involved. Typically, internships last for a semester or year.

CROSS REFERENCE: See Part II, Cooperative Education and Paid Internships

- Apprenticeship:

Objectives: Apprenticeship is a long-term work/learning system leading to certification. Experienced practitioners, often master craftpersons, pass on their skills and knowledge to students who are worker-learners. An example of apprenticeship is a carpenter teaching his craft to a young apprentice, although any highly technical or emerging technological field with potential for career progression and high wages is very suitable for apprenticeships.

Activities: Students start out as helpers spending most of their time observing and completing unskilled tasks. Gradually, they are given more responsibility and complete tasks that are more and more difficult. As worker-learners, students are expected to accomplish productive work.

Academic relevancy: Practitioners provide instruction and supervision to students by working one-to-one with them. The systematic, standardized nature of apprenticeships lends itself to the development of more advanced skills. At the conclusion of the apprenticeship, students must be qualified to receive appropriate certification. This portable credential attests to the student's mastery.

All formal apprenticeship programs must be registered with the U.S. Department of Labor's Bureau of Apprenticeship and Training or with an approved state apprenticeship agency. The programs follow strict guidelines as to the types and amount of training an apprentice receives and lead directly into occupations requiring such training for entry. Apprentices who have completed such a program have a certificate and skills to enable them to assume an entry level position in that career in any place in the country.

Programs involving apprentices of high school age are often referred to as youth apprenticeships. Youth apprenticeships are available to students in the 11th and 12th grades and may continue through community college or technical school.

Commitment: The technical skills learned during apprenticeships are more advanced than that learned during a CO-OP experience. This is due, in part, to the difference in time commitment. While CO-OP programs may last for a year, apprenticeships are multiyear (sometimes as long as four years).

CROSS REFERENCE: See Part II, Apprenticeship

VI: Operation

The major challenge of ongoing program operation is to maintain the continuum of school-to-work opportunities in the school district or other educational institution. Any programming which departs from the traditional can appear disorderly in its developmental phases. Sometimes, the zest for order encourages staff to return to the familiar. School district personnel must resist the temptation to compartmentalize the components, setting up artificial walls. Differentiating among school-based and work-based learning and connecting activities reinforces this compartmentalization. "School-to-work" is a continuum which is fully integrated into the curriculum for all students beginning at the elementary level, and reinforced at each point of contact between students and the system.

The operation of an ongoing work-based learning component requires attending to a number of tasks consistently. Again, a lesson can be learned from Madison Avenue. Advertisers don't stop marketing because a product is selling. Likewise, administrators should continue to attend to all of the tasks that ensure the programming is running smoothly, even after the initial phase of implementing work-based activities is completed.

Budgeting

Ongoing attention to budgeting is framed within a time when this nation is scrutinizing institutional expenditures as never before. Taxpayers want to know, "What's in it for me?" New initiatives require additional expenditures, including planning time, added personnel, supplies and equipment, and travel. It's important in the ongoing operation that expenditures for the work-based learning component be clearly identified and attributed so that the community understands the value of the product and acknowledges it significance. For example:

> --What "bang" did the taxpayer get for the "buck?"
>
> --How many students are better prepared than they would have been before work-based learning? What jobs are they prepared for? What jobs did they get?
>
> --How does the work-based learning program benefit the community? The area? Business and industry?

In addition to placing a value on the component which the community understands, it is equally important to share resources and funding with other school districts or educational institutions. Maximizing school district funding by collaborating with other New York State, county, and local/municipal agencies such as county Departments of Social Services, Division for Youth facilities, and community-based organizations optimize available resources. Careful attention to these and other budgeting issues will ensure ongoing support for the program.

Staffing

In embracing the concept of work-based learning, a school district or other educational institution is acknowledging the range of new tasks which must be undertaken to implement such a program. One of the foremost of these new tasks is staffing: is it necessary to hire new staff or should existing staff be deployed differently? Whether the former or latter option, or perhaps a combination of the two, someone must be responsible for coordinating work-based learning activities. Creative use of professional and paraprofessional staff members may minimize staffing related expenditures.

As the program implementation unfolds and operation becomes "de rigueur," the extent of necessary efforts to continue providing quality programming might seem to lessen. The second task, then, centers on the importance of continuing to scrutinize the work-based learning component operation. Program maturity may require changes in tactics with consequent redevelopment of activities and redeployment of staff.

Regardless of the staffing changes over time, there are still regulations about teacher certification which must be acknowledged in the ongoing operation. At a minimum, teachers must be certified for providing classroom instruction in New York State. Additionally, teachers involved in the operation or instruction of a work-based learning component should be provided with the opportunity to become familiar with workplace requirements and obtain actual work experience.

Scheduling

In the planning and implementation phases of work-based learning activities, scheduling issues must be addressed, and sometimes, addressed creatively. A great challenge to the implementation of work-based learning opportunities is envisioning alternatives to conventional schedules. This task is ongoing, even after initial scheduling in the pilot phase has taken place.

If the scheduling alternatives developed are not consistent with the State Education Commissioner's Regulations, it is possible to apply for a variance under *Part 100 -- Variances* or *Part 200 -- Innovative Program Waivers*. Additional information on this process may be obtained from NYSED's Office of Curriculum, Instruction, Assessment, and Innovation at (518) 474-3796. Many schools and districts have used these consolidated application procedures to promote innovative and creative educational approaches and programs to improve student results. Here are a few possibilities to stimulate thinking, further exploration, and more experimentation:

--**Special days:** Some alternative schools organize their schedule so that one day each week is kept open for special projects and activities that do not fit into a typical school day

--**Block scheduling:** Schools can concentrate required courses into multiperiod blocks, relegate other courses to other times, and arrange to meet some requirements (e.g., physical education) outside the normal school day. This leaves relatively large blocks of time open each day for work-based learning

--**Sandwich courses:** In Europe, many technical schools and apprenticeship programs alternate periods of full-time schooling with full-time work-based learning

--**Saturday academies:** Ironically, students who do not like going to school have been turned on to learning by attending classes on Saturday. The key is to create a challenging but supportive learning environment, one that attracts parental support as well as student commitment. When students' school-based learning is extended to the weekend, they have more weekday time to spend in work-based learning

--**Summers:** Some researchers have explained the gap in school performance between poor and middle-class children as a consequence of summer learning loss, which is greater for children in homes that lack educational resources (e.g., books, magazines). No nation comparable to the United States retains the long school-free summer vacation that dates to the 19th century, when young people's labor was needed on family farms. Summer school adds class time. Summer also may be an ideal time for full-time work-based learning

A critical examination of the time needed for various work-based learning activities and the time available to complete them needs to be ongoing. The community, particularly parents/guardians and employers, may be very helpful in looking to nontraditional scheduling. They are less bound by convention and may stimulate creative discussion. Under no circumstances should nontraditional scheduling be attempted without parental concurrence. Most adults in families work and have made specific child-care arrangements based on current scheduling. They need to be consulted before changes are made.

Marketing

Significant marketing efforts should have been undertaken in the planning and implementation of the work-based learning component. Engaging the schools, the community, business and industry, organized labor, parents, and students in a local partnership is accomplished through marketing efforts, both internal and external. The earlier description of marketing noted that different market segments require different approaches. Using effective marketing strategies should engage the various stakeholders with enthusiasm and motivation for the new efforts. As the program matures, people may still maintain their interest, but their enthusiasm may be flagging. This is a phenomenon observed in all program development.

Thus, marketing is as important in the mature phase of work-based learning as in the planning and developmental phases. Madison Avenue doesn't stop "selling" when the public buys. Advertisers maintain their efforts, even changing them from time to time. For ongoing work-based learning activities, the same principle applies. The supporters may move to new causes; new parents move into the district; teachers retire and new ones are hired; board members change; and business/industry is transformed over time. Re-examine both internal and external marketing efforts; make sure the market segments are "buying." Check to make sure the product or the seller hasn't changed. Ask if the base of support is as broad as it was initially. Has the sense of partnership with the community, parents, and employers been maintained? Ongoing support for work-based learning is as important as the support during the program development phase.

Safeguarding

Staying current with the applicability of employment certificates, wage and hour regulations, fringe benefits, prohibited hazardous occupations, responsibilities of the local school district as well as general liability issues is a critical task in the ongoing operation of a work-based learning component. Some basic, but important information is excerpted from *General Education Work Experience Programs: Guidelines:*

> "Workers' Compensation is payable for injuries on-the-job which result in loss of more than a week's work, reduction to work at lower wages, or permanent disability. Medical benefits are payable for injuries, regardless of loss of time. Student-workers are covered by their employer at a lower rate because they must be in non-hazardous occupations. Double indemnity is paid if a minor is injured while working in violation of the Labor Law, the Education Law, or an industrial code rule."
>
> "The New York State Minimum Wage Law provides that all employees in the State, with certain specified exceptions, must be paid the current minimum wage. This includes student-workers."

There are certain occupations and specified industries involving use of dangerous machines and procedures in which minors may not be employed. For example, State and Federal lawmakers consider coal mining, brick and tile manufacturing, excavating operations, and power-driven bakery machines to be hazardous. For a more comprehensive list of prohibited occupations, see *Appendix H.*

For students enrolled in a cooperative work experience program that is registered with and approved by SED, the Labor Law pertaining to daily hours for 16 and 17 year-olds was recently amended. These students can be employed for up to six hours on a day preceding a school day other than a Sunday or holiday, rather than four hours, provided all hours are in conjunction with the program. Any student can work eight hours per day on a Saturday, Sunday, holiday, or during vacation. The maximum number of employment hours per week for all students is still 28. (See *Appendix I* for a chart of permitted working hours for minors.)

Additionally, special joint U.S. Department of Labor/Department of Education guidelines ensure that community-based vocational education programs can be provided to students with disabilities, according to the *Fair Labor Standards Act.* This information and other bulletins and publications regarding safeguarding and other job search subjects are available through the New York State Department of Labor:

--Laws Governing Employment of Minors in New York State

--How the New York State Labor Law Protects You

--Facts for Teenagers Under 18 About Working Papers

--How to Get and Hold the Right Job

--Guide to Preparing a Resume

--How to Prepare Yourself for Job Interviews

--Meeting the Needs of Youth with Disabilities: Handbook for Implementing Community-Based Vocational Education According to the Fair Labor Standards Act

Developing an ongoing relationship with the regional NYS Department of Labor representative is important for staying current with legal and regulatory developments. A list of representatives and telephone numbers is included in *Appendix J.*

Restructuring

Reconfiguring how a school "does business" is a long-term process. Building a school-to-work opportunity system lays the foundation for a long-term partnership of business and parental involvement and community support with the education community. Restructuring, then, occurs over time. How youth and adults choose career paths can become a unifying theme for a school district or other educational institution. A career path can be described as a lifelong trajectory including both employment and education, often involving a sequence of employers and occupational areas. Rapidly changing technology, global economic competition, and the constantly changing pressures of the marketplace are drastically reducing the number of people who can realistically expect to make a lifelong career with one employer or even one occupation.

One way of restructuring is organizing high schools around career majors. Career majors provide a focal point for education and a shared set of interests with other students, motivating learning and reducing alienation. Small units, exemplified by career academies, heighten both of these benefits. Another advantage of career majors is that young people who envision very different career paths learn with and from each other, e.g., future mechanics and engineers, future physical therapists and orthopedic surgeons.

Regardless of the ultimate design, the restructuring task unfolds over a period of time and benefits from experimentation. Every community is different; education and training needs are different. Patience, creativity, and innovation will help clarify the direction for your community.

Keeping Track -- Record Keeping

Keeping track of students and the requirements is important. Registering them, recording their courses, assuring completion of prerequisites, awarding school credit when applicable, and complying with various labor and education laws is a significant undertaking. The details can "make or break" a program. Some examples of important records include:

> ***Working Papers*** needed for employment of nearly all persons under age 18.
>
> ***Parental Consent*** needed to cover student participation in and travel to and from the work experience job site. (See "Parent/Guardian Forms" for samples.)
>
> ***Cooperative Training Agreement*** needed to ensure that the student worker will have a progressive learning experience. The agreement, also, covers the functions of the employer, the school coordinator, the parent or guardian, and the student, all of whom sign to confirm their support of the agreement. (See "Student Training Planning" forms.)
>
> ***Record of Attendance*** needed in the supervised work experience program. The same educational attendance regulations apply in the regular school program and on the job. (See "Workplace Assignments" forms.)

As the planning and implementation process unfolds, forms have been developed and perhaps computerized record keeping has been installed. The continued applicability and appropriateness of record keeping must be monitored. Again, needs change as the activities mature. Examples of forms which have been developed by educators throughout the State for a variety of work-based learning activities are included in this guide. Use them, modify them, and build on other peoples' experiences.

Designing, implementing, and managing the work-based learning component within a school-to-work opportunities system in a school district or educational institution is a logical process. It evolves from the initial interest in school-to-work through the establishment of the local partnership to students actually participating in and learning from work-based activities.. The range of opportunities is limitless, as case studies in the second section illustrate.

Section Two: "How To"

Career Exploration

Volunteer Experience

Employment

Introduction

This "how-to" section of the guide provides schools, business/industry, parents/guardians, and community-based organizations with the information and resources needed to develop or further refine work-based learning strategies or components. The same paradigm for work-based learning programs is used in this section as was used in Section I: career exploration, volunteer experience, and employment.

Educators experienced in work-based learning programming contributed significantly to the content presented in this section. The format for presenting the information under each work-based learning activity is:

--purpose
--program activities
--program format such as scheduling, appropriate grade level, and length of program
--staffing requirements
--applicable regulations
--marketing strategies
--financial, program development, and assessment requirements

Additionally, each model is followed by case studies illustrating programs currently operating in New York State. Contributors provided a variety of forms for gathering data and monitoring and assessing student and program performance which are in the "Forms" section of this guide.

Resources from this section of the guide can be used as a "how to" for planning and implementing specific work-based learning strategies or components. In designing staff development activities, it is wise to limit your focus to one category or even one specific model at a time. Even field trips, the work-based learning program familiar to most educators, is substantively more complex when planned with a school-to-work opportunities focus.

It is possible, even desirable, to tailor a program to the unique needs of business/industry and the community at large as long as you attend to the basic legal issues outlined in the first section. In cooperation with the member agencies or key stakeholders represented in the local partnership, develop program outcomes that are consistent with the mission of the local partnership and designed to maximally benefit area employers and youth.

Remember that authentic work-based learning activities should be meaningful for all students. Through actual work experience, students learn general workplace competencies as well as the skills and knowledges required of specific jobs. In order to accomplish this, planners must know what employers require and what students want and need. To ensure success of your work-based learning program, ask each player involved in work-based learning what he/she needs or wants.

CAREER EXPLORATION

FIELD TRIPS

JOB SHADOWING

FIELD TRIPS

Purpose:

Field trips allow students an opportunity to learn about possible careers by observing various work environments. This category of work-based learning is extremely popular due to its universality, simplicity, and time flexibility. Field trips are sponsored by schools, clubs, and other youth and community organizations.

Program Activities:

Under the guidance of teachers or coordinators, students are prepared for, participate in, and debriefed after visits to local companies, agencies, and facilities.

During *orientation*, students are trained to make the most of the work they will observe. Students should know why they are visiting a particular site. The teacher or field trip coordinator discusses with students the purpose of the field trip: who, what, and where; the environment of the worksite; working conditions; technology; and benefits to the students relative to career education. The teacher/coordinator reviews appropriate dress, behavior, and expectations of the students, as well as access for students with disabilities.

With the appropriate number of chaperons, teacher/coordinator and students proceed with the *activity*: going on the field trip. Field trips can include tours, presentations, or group-oriented activities such as workshops or discussions. Depending on age level, students should be prepared to ask questions and to observe specifics, such as types of work or tasks performed at the site, job titles and functions connected to the position, communication skills required of employees, etc.

Upon return to the classroom, the teacher/coordinator allots time for *reflection* -- a chance for students to think, write, and talk about what they have done, how it relates to their past and future, and what it means to them. Follow-up activities for students include discussing their observations, writing a summary of their observations, sharing the experience with other students, and/or writing thank you notes to the tour host. Students should refer to their notes recorded during the field trip.

Program Scheduling Structure:

There are few scheduling constraints, since field trips are generally one-time group visits to a workplace for a day or part of a day. Most importantly, a date for the group to visit must be cleared by the host, and availability of transportation and chaperons for that day confirmed.

Grade Level:

Field trips are appropriate for students of all ages, from kindergarten through grade 12 and beyond. The older the student, the more sophisticated orientation and reflection activities should be.

Length of Program:

Field trips can be conducted year-round.

Staffing Requirements:

A field trip coordinator (whether a teacher in the classroom or a program specialist in a community-based organization) decides which local businesses to visit, contacts the workplace, submits a plan for conducting the field trip to the necessary authorities (such as the district superintendent), secures any necessary funding, and confirms arrangements. If the field trip is coordinated by someone other than the teacher, the teacher is usually responsible for the orientation and reflection activities.

Anticipated Student Outcomes:

--Increase awareness of career options.
--Learn about community and local businesses.

Is the program credit-bearing for participating students?

Field trips are generally noncredit-bearing, but contribute greatly to the overall context of introducing and/or discussing work in a school setting.

Regulations governing program design and implementation:

Safety and health: Students should receive instruction on safety and health procedures during their orientation prior to the field visit and, again, at the onset of the field trip.

Insurance and liability: Because the field trip is considered an extension of the classroom, school districts are responsible for insurance or liability issues.

Support services for individuals with disabilities: All students, including those with disabilities, should have appropriate accommodations provided to enable their participation in the field trip.

Marketing Strategies:

Administration: A plan for conducting the field trip is submitted to the district superintendent or other authority for approval.

Faculty: Conducting field trips for students should be encouraged at faculty meetings.

Business/Industry: Letters and flyers can spark a business/industry's initial interest in serving as host sites. Phone calls and meetings are effective for promoting and scheduling field trips.

Students and parents: Parents/guardians are required to sign permission slips for their childrens' participation in field trips. Effort should be made to increase parents' awareness of the anticipated outcomes for the field visits and to encourage parents to conduct tours at their own worksites, when applicable.

Financial Requirements:

Operating costs are minimal, but include covering the cost of copying brochures, sending confirmation letters and evaluations, and providing travel. As employees of the school district, teachers' time is compensated through salaries.

Sources of funding are generally found within the school district or sponsoring agency.

Transportation costs are usually limited to the number of buses or other vehicles necessary for transporting students to the field trip. Accessible transportation must be provided for students with disabilities.

Program Development Requirements:

Staff recruitment: Teachers/coordinators are recruited by the school district/sponsoring agency per its hiring policy.

Staff development and business/industry technical assistance:Staff development for teachers focuses on three steps: orientation, the activity itself, and reflection. Teachers should also be knowledgeable about surveying students, assessing student needs, and analyzing the variety of local business in order to decide which local businesses to visit.

Businesses serving as host sites should be prepared to provide a facility tour or presentation and to answer students' questions. Discussions with the teacher/coordinator prior to the field trip will help the host focus the tour or presentation.

Curriculum development: Teachers incorporate information applicable to the field trip into the curriculum or use the field trips to reinforce curriculum topics.

Resource identification: The teacher/coordinator can work with local agencies, such as the Chamber of Commerce, to solicit interest. Parents' worksites may, also, serve as a resource for potential hosts.

Assessment Requirements:

Students: Teachers complete evaluations of the field trip's impact on students, based on the reflection activities completed upon return to the classroom.

Program: Written evaluation forms should be completed by both teachers and tour hosts. The evaluations filled out by teachers should include questions on overall rating, presenter interaction with students, organization and content of presentation, strengths and weakness of presentation, and orientation and reflection activities. Evaluations filled out by tour hosts should include overall rating, preparation of students, suggestions for improvement, and willingness to host another trip. If required, a report of the field trip is sent to the district superintendent or other authority.

Case Study #1

The School and Business Alliance (SABA) of Broome and Tioga Counties arranges field trips/tours to give students a firsthand view of an organization's operation and to increase their awareness of career options. Over 400 students in grades 9-12 participate in this non-credit bearing program that operates within the ten month school year.

Students visit local companies where they are introduced to the company, its structure, and the manufacturing process. Following the ten minute introduction, the class breaks into smaller groups to tour the facility, which usually runs from one to one and a half hours. After the tour, a panel discussion, including a question and answer session, takes place. This panel discussion lasts approximately 30-45 minutes.

To ensure a successful field trip experience, teachers at the school district prepare their 'students by incorporating applicable information into the curriculum. Guidelines for planning a successful experience are included under Program Planning of the forms section of this guide. Prior to the field trip, teachers are responsible for obtaining signed permission slips from parents/guardians for students to participate. The teachers, also, serve as chaperons on the field trips. Student assessment of the activity is conducted by the teacher upon return to the classroom (see *Program Evaluation* forms). The school district assumes responsibility for all insurance and liability issues.

SABA funds a program specialist from its staff to coordinate the field trips/tours. The program specialist works with the Chamber of Commerce and SABA to initially solicit interest in the program. The program is promoted to local businesses through letters, phone calls, and meetings. Other marketing efforts conducted by the program specialist include memos and flyers to schools and ongoing information posted in the SABA and school newsletters. Additionally, the program specialist schedules the field trips/tours and sends confirmation forms and evaluation forms to the firms involved. Written evaluation forms filled out by both teachers and tour hosts serve as program assessment (see *Program Evaluation* forms).

Beyond staff salary, there is minimal cost to start up and to operate the program. Most costs are associated with the processing of information, such as copying promotional brochures, sending confirmation letters and evaluation forms, and telephone expenses. Transportation needs are met by one bus.

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JOB SHADOWING

Purpose:

Job-shadowing activities allow all students to explore an occupation in greater detail than afforded by a field trip. Often, these activities involve multiple visits, whereby students learn by observing or "shadowing" an adult mentor at the workplace. Particular emphasis should be placed on needs of area employers and future needs in the marketplace.

Program Activities:

Using the range of job-shadowing activities which are available to middle and high school students, counselors and teachers help students select work experiences of interest. Activities can be divided into two categories: orientation and reflection.

For orientation, instructional activities are designed to focus students on career development, providing information about the worksite, the broader industry, and the requisite skills, education, and credentials. This orientation takes several forms. One form is an introduction to the goals and expectations of the job-shadowing program including workplace rules, personnel policies, norms, and traditions. Another form may be reading or library research about a particular work setting or industry. Other possible orientation activities include:

--planning a field trip

--interviewing others who perform the job

--discussing the processes used in carrying out the job

--comparing the work skills to other jobs or careers which require similar skills

--exploring computer online services including World Wide Web

--inviting class speakers

The orientation activities are meant to maximize the benefits of the actual job shadowing, focusing students so they glean as much as possible from their observations. As always, the quality of this experience rests in the planning. Transportation to and from the activities, parental permission, employer cooperation, mentor effectiveness, meals, liability issues, emergencies, and teacher and parent involvement should all be in place to the extent possible before the job shadowing experience takes place.

Reflection occurs after the job-shadowing activities have been completed. Again, instructional activities should be designed to maximize the impact of job shadowing on each of the students. Class discussions as well as individual learning activities will reinforce the nature, content, requirements, and attendant skills and qualities necessary to become a valued employee. Reflection is the culmination of the job shadowing experience. In reflecting, students might write in a journal, give a presentation, or contribute to a class publication reporting on all the occupations students have learned about. Actual job-shadowing activities also provide a basis for significant class discussion, both seminars and peer group meetings, especially based on some of the writing assignments. Discussion might include common and unique features of a range of worksites, required credentials for different jobs, and perceived qualities of valued employees.

Program Scheduling Structure:

Scheduling issues will vary with the intensity of the job shadowing experience. Logistically, scheduling students for different job-shadowing activities can be difficult. Flexibility needs to allow for students missing an occasional day or part of a day several times during the year. Perhaps time could be allotted for all students participating in the job shadowing to do so on the same day(s). Alternatively, if possible, the job shadowing could be scheduled after school hours, on the weekend, or during summer and school vacations.

Grade Level:

Middle and high school students.

Length of Program:

Job-shadowing activities can take place during the school year and throughout the summer. However, the maximum duration of shadowing experience at any one business/organization is eight to ten hours.

Staffing Requirements:

Identifying worksite staff willing to work with middle or high school students on job-shadowing activities is an essential step. Teachers and mentors have to work as a team to optimize the benefits of career exploration activities. While selecting skilled workers exemplifying the expertise students are interested in pursuing is important, it is equally necessary that the employees be comfortable interacting with young people. Asking the mentors to help lead a class or seminar at the school will further their understanding of the integration of school-to-work and reinforce the team concept. Also, in operating a summer program, there must be a paid, certified, teacher/guidance counselor supervising the program.

Anticipated Student Outcomes:

--Explore an occupational area in greater detail.
--Learn education and training requirements for particular occupations.
--Serve as a networking base for future or summer employment.

Is the program credit-bearing for participating students?

Credit for job shadowing would probably be incorporated into school subjects already receiving Carnegie units.

Regulations governing program design and implementation:

Education requirements: Curriculum approval through the participating school district(s) is necessary.

Safety and health: Students should receive instruction on safety and health procedures during their orientation prior to the job shadowing and again at the onset of the job shadowing.

Support services for individuals with disabilitie: All students, including those with disabilities, should be provided appropriate accommodations to enable them to participate. All employers should adhere to the policies and guidelines stated within the Americans with Disabilities Act.

Insurance and liability: As an extension of the classroom, students are covered under the school district's insurance. A clear statement of respective school and worksite responsibilities should be recorded.

Other: The NYS Education and Labor Departments do not encourage shadowing programs to exceed ten hours at any one business. In job shadowing experiences exceeding that length, students tend to become engaged in productive work not appropriate for job shadowing experiences.

Marketing Strategies:

Administration: Administrative support of job shadowing can be gained easily because of its appeal to parents and students. Students become more interested in their school work and often show academic improvement -- a plus for parents. Public relations efforts can publicize the district's innovative work-based learning programs in newspapers, radio, television, and district newsletters.

Faculty: Additional resources are available to teachers. Students are more motivated and engaged in their school work.

Business/Industry: Job shadowing provides interested workers who can become more skilled and supply an employment stream.

Students: Job shadowing makes their academic work more meaningful and relevant. To recruit students, "word of mouth" works best. Possible examples include: student testimonials over the loudspeaker system, written testimonials online (if available), brochures quoting students, and letters to parents citing students' experiences. Job shadowing activities also assist students in the career exploration and decision-making process. A good job shadowing experience will acquaint the student, by derivation, with the requirements of similar businesses or industries.

Financial Requirements:

Operating costs include cost of seminars, program materials, additional teacher time, and mentor time.

Sources of funding can include monies from a variety of sources including the school district, JTPA(see Appendix N), school-to-work opportunities system planning and implementation grants, other grants, the participating worksites, area foundations, etc.

Transportation includes actual and potential liability costs which must be worked out ahead of time. Students sometimes provide their own transportation Accessible transportation must be provided for students with disabilities.

Program Development Requirements:

Staff recruitment is really a marketing issue. Why should the teachers and counselors participate in the job shadowing program? Teachers will have additional resources to include in their curriculum and instructional planning. Job shadowing experiences which show how a class is related to the world of work makes it more relevant for students. Employers will probably be providing information about their worksite in classes. Counselors will be working with students who have a sense of the occupational areas they would like to pursue as they continue with their education and training.

Staff development for teachers and counselors focuses on three steps: orientation, the activity itself, and reflection. In implementing these steps, teachers need to know how to connect with employers and secure their participation. Giving them pointers on how to make contacts through Chambers of Commerce, PIC(see Appendix N), colleagues of board members, other teachers, and parents will be very helpful. Teachers, also, need to become familiar with worksite operations -- perhaps through job shadowing, themselves. Staff development for counselors should focus on connecting job shadowing experiences to the career counseling process

Business/Industry Technical Assistance involves worksite staff to have appropriate expectations of job shadowers and what is required on their part for an appropriate and valuable shadowing experience. Among the tasks mentors may undertake are: providing career focus, discussing appropriate worksite comportment, enhancing a sense of responsibility, and facilitating experience and understanding of the career opportunities available at the worksite.

Curriculum development occurs as part of the school-to-work opportunities system developed by the local partnership. Teachers should be trained in the integration of work-based learning job shadowing activities into the school-based and connecting system component.

Resource identification is a task of both the school district and the participating employers. Resources may be contributed by business and industry, organized labor, parents, funding, other educational institutions like postsecondary providers, libraries, and community-based organizations. The identification of these resources is assisted through the work of the local partnership.

Assessment Requirements:

Students: Job shadowing lends itself to performance-based assessment. Students are engaged in activities they have selected with clear goals and expectations. Thus, assessing the extent to which they have achieved the desired outcomes is a logical step. Portfolios incorporate reflection because the samples of their work require them to continuously measure mastery and subsequent refinement of work.

Program: Both formative and summative evaluations for the job shadowing program should be in place. Formative evaluation measures the progress or extent to which the students are achieving the desired outcomes. How do they feel about their individual job shadowing experiences? Has their school work improved? Are they more interested in their work? How has the experience contributed toward career choice decisions? A summative evaluation measures the overall success of the program. How many students completed the program compared to the anticipated number? How did the students do? Were they satisfied with the program? How do the employers and mentors feel about the program? How about the teachers?

Case Study #1

The purpose of the job-shadowing program sponsored by the School and Business Alliance (SABA) of Broome and Tioga Counties is to give students a one-to-one opportunity to see firsthand the everyday activities involved in a specific career of interest to them. Job shadowing at a local company means that a business representative shows a student a typical workday. He/she explains the job responsibilities, education and training requirements, life experiences and activities that have contributed to success, and required workplace behaviors. The representative attempts to demonstrate the importance of education and links school success to success in the workplace.

Prospective job-shadowing students fill out a career shadowing exploration form which asks for general information in addition to details about the specific career, including the questions the student would like answered. The form, which is included under *Student Entry* in the forms section of this guide, also asks for scheduling and transportation information. After the form is processed, a business representative is contacted to provide a shadowing experience for the student. Once a business representative has been secured, confirmation information is sent to the business, the student, and the school coordinator. The business representative will receive a brochure entitled *Helping Youth Explore Careers* which helps clarify his/her appropriate role. The student will receive a list of career shadowing questions (see *Student Training Planning* forms).

Job shadows are scheduled for full or half-day sessions, depending on the student and the business representative. The time the student spends at the local business is structured at the discretion of the business representative during the school year. (The maximum duration of shadowing experience at any one business/organization is eight to ten hours.)

SABA staffs a program specialist to coordinate this program by scheduling the shadowing experience and sending confirmation forms and evaluation forms to the student, school coordinator, and the business representative involved. The coordinator or teacher at the school district obtains a permission slip from the student.

The job shadowing program serves the rural, suburban, and urban areas of Broome and Tioga counties. There are 192 students enrolled in it. Student outcomes include a better understanding of specific career choices, appreciation of the link between success in school and success in the workplace, and heightened awareness of the community and local businesses.

SABA's marketing strategies include sending memos and flyers to schools and letters to business and education partners. It continues to provide information about job shadowing in the SABA and school newsletters. Initially, cold calls were made to interest local businesses. Other strategies include attending meetings and making telephone calls to promote and schedule job shadows.

The School and Business Alliance partly funds a staff person to coordinate the program. Other costs to process information such as copying brochures, making telephone calls, sending confirmation letters and evaluation forms, are minimal. Students provide their own transportation to the job shadowing site.

School coordinators provide teachers and counselors with information about the program and its availability. Information is updated and provided throughout the school year. If a teacher requests shadowing experiences for an entire class, the teacher works the program into the existing curriculum. Students who job shadow must share their experiences with the class. Resources for prospective business participation include the SABA Board and the Chamber of Commerce.

Evaluations are conducted by classroom teachers based on feedback from the students and their presentations. Written program evaluation forms are sent to students and the worksite hosts (see *Program Evaluation* forms).

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CAREER EXPLORATION (K-8)

Case Study #1

The purpose of Community School District Nine's work-based learning program is to develop, enhance, and encourage the integration of the SCANS Foundation Skills and Competencies into the K-8 curriculum and classroom activities through professional development and direct instructional strategies.

The workforce preparation project is made up of several components representing student activities such as in-class instructional business and values-based curricula and professional development training, after-school programs in the middle schools including tutor centered peer tutoring, Career Club community service activities, and portfolio development. The in-school components include: business skills merchant mentor instructional programs, Lions-Quest values-based curriculum (K-5), and Work Achievement Value in Education (WAVE, Inc.) curriculum for grades six through eight. Another component of the project is a hands-on career exploration program in cooperation with the New York City Job and Career Center. Program activities included monolingual, bilingual, and special education students.

Work force preparation activities have been integrated into regular class curriculum addressing kindergarten through eighth grade during the ten-month school year (most often during Communication Arts and/or Social Studies in the elementary school and through Home and Career classes or specifically designed career development classes in the Middle School). Additionally, before/after school "club" meetings are used to implement specific project components that are extensions of the basic program.

In the six participating schools, approximately 1,000 students received direct instructional and/or career development services during the project year. This represents about 20 percent of the total population of these schools. Many more students, however, were involved in workforce preparation activities through assembly programs and schoolwide community service projects that were outgrowths of the project. Because this is an integrated curriculum project at the K-8 levels, no separate credit is granted for the program, although student participants at various levels are recognized with awards and/or special ceremonies for outstanding achievement in project activities. Central coordination is an important element for full realization of project goals, but budget priorities made full-time coordination impossible. Teacher facilitators/advisors at each project site were paid at contractual per session rates to organize and oversee project activities.

Institutional support is important for the work-based learning program including supervisors/principals who recognize the importance of workforce preparation; teachers who are trained in the program curricula; partnerships with businesses and community groups to provide meaningful roles for partners in school settings; and students who are provided opportunities to develop career strategies through hands-on activities and experiences.

Operating costs include teacher per session costs for extended-day "club" facilitation and curriculum development and purchased services, contracted materials, and teacher training in the use of curriculum materials. Transportation costs are for student site visits for bus and train and project trips. Sources of funding encompass State and Federal grants, foundation funding, consortium participation, limited school district funds, and community sponsors.

Staff recruitment has been accomplished by informational conferences with building principals, teachers, and other representatives. Fact sheets are distributed regarding program components and responsibilities. Support meetings for staff participants and opportunities for program sharing are crucial to ongoing staff recruitment as are opportunities for "buddy" teachers to expand the program.

Staff development consists of teacher training in the program curriculum components and skill building in the curriculum development process. A structure was developed to initiate integrated curriculum activities and performances through various program components and portfolio activities/strategies. Administrative and pedagogical support for the program and vigorous parental involvement in the program components are musts. Other resources include developing partnerships with community and business groups, attending professional conferences and keeping abreast of ongoing opportunities.

Student performance is assessed initially with surveys, questionnaires, and student project activity logs. A sample questionnaire is included in the *Student Entry* forms. Post-assessment consists of postsurveys, questionnaires, sample projects, sample logs and administrative overviews. (See *Previsit* and *Postvisit* forms for sample previsit and postvisit surveys.) Program assessment includes documenting evidence of program implementation through anticipated outcomes/program performances from various components and noting and recording participant (teacher/student) reactions to various project activities throughout the year. A form for recording reactions to the program is included in the *Program Evaluation* forms.

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SERVICE LEARNING

Purpose:

Service-learning combines community service with an in-school component reflecting on that service. Young people are not paid for performing the service but they are doing important work of benefit to others. Service-learning is a work-based learning activity that exposes all young people to projects requiring workplace skills by introducing them to the broad array of service careers.

Program Activities:

Service-learning activities are as broad as the needs and services in a community. Both group and individual learning projects are equally effective, though requiring different supervision. Individual service activities often give young people the chance to interact extensively with adults. Such experiences help young people form relationships with adult supervisors and coworkers and give them a chance to observe and participate in activities that are not otherwise available to them. A common example of an individual service-learning project would be volunteering in a nursing home where the volunteer must fit into a currently operating facility. On the other hand, group projects can provide opportunities that develop team planning and decision-making skills. An example of a group project might be planting flowers around a library. A list of service-learning projects young people (ages 12-15) have actually done can be found in *Appendix K*.

In developing the service-learning activities, it's important to structure them in such a way that students are encouraged to continue them. According to the Council of Chief State School Officers (CCSSO), young people will remain motivated in volunteer jobs only if they have a sense of making a difference, feel appreciated, and are challenged and recognized for their work.

Projects can be short- or long-term depending upon the size and scope of the service-learning program. Clearly, the first activity is to survey agencies to commit to train students. Then, for the orientation phase, a student assessment needs to be designed which explores what they want to do as a service-learning project and facilitates questions they want to ask the cooperating agency. Note that the orientation activities are meant to maximize the benefits of the actual service-learning activities, focusing students so they glean as much as possible from their observations.

Service-learning activities require careful planning to ensure maximum impact. As always, the quality of this experience rests in the planning and details. Transportation to and from the activities, parental permission, facility/agency cooperation, meals, liability issues, potential emergency situations, teacher and parent involvement all should be anticipated and planned to the extent possible before the experience takes place.

After the service-learning activities have been completed, instructional activities should be designed for reflection to maximize the impact. Class discussions as well as individual learning activities will reinforce the nature, content, requirements, and attendant skills and qualities necessary to become a valued worker. In reflecting, students might write in a journal, give a presentation, or contribute to a class publication reporting on all the community services students have learned about.

Program Scheduling Structure:

Service-learning activities vary in intensity, thus challenging the traditional schedule to a greater or lesser degree. The program can be delivered through a variety of scheduling options, such as during the school day, after school, weekends, and summer vacation. Greater flexibility can be found when service learning activities are sponsored by other institutions such as churches, youth organizations, senior citizen clubs, and others.

Grade Level:

K-12 and beyond. It is essential that care be taken in matching the skills, abilities, and interests of the students' age group with the genuine needs of the community.

Length of Program:

Single day to a full summer or school year project.

Staffing Requirements:

Depending upon the size of the project, service learning could be incorporated into an already existing instructional staffing pattern or require a coordinator and other instructional staff.

Anticipated Student Outcomes:

--Interact with adults in a volunteer capacity.

--Gain awareness of the range, value, and importance of community service.

--Acquire vocational skills related to the service project.

Is the program credit-bearing for participating students?

More intense service-learning activities would be incorporated into academic subjects which already bear Carnegie credits.

Regulations governing program design and implementation:

Labor law: The New York State Department of Labor has issued a series of guidelines for volunteers which should be adhered to in the case of service learning. (See page 24 of Section I for the guidelines.)

Education requirements: When designing a curriculum and planning instruction, the elements of voluntary community service need to be integrated within structured school-based learning opportunities.

Safety and health: Standard safety laws and OSHA requirements must be followed.

Insurance and liability: As an extension of the classroom, students are generally covered under the school's insurance policy. However, a clear statement of respective school and service site responsibilities should be noted.

Support services for individuals with disabilities:All Federal and State regulations, policies, and guidelines, such as the Americans with Disabilities Act, apply at both the school and service site. All students, including those with disabilities, should be provided appropriate accommodations to enable them to participate.

Other: Commitments, expectations, confidentiality issues, etc., should be explained to and gathered from students.

Marketing Strategies:

Administration and Board of Education:Administrative support for service-learning activities can be gained through the positive recognition the school and students will receive through media coverage and other public relations activities.

Faculty: Teachers need to be informed about the program through faculty meetings for support and participation. Support can generally be counted on when efforts expand resources available for all students.

Community Service: Identifying a group project within a nonprofit agency that is engaging to youth, useful to the community, and feasible is a big challenge. Contacts can be made in a variety of ways through networking with colleagues, parents, students; Chambers of Commerce, League of Women Voters, Lions, Rotary, and other service clubs; health care facilities; and community-based organizations, among others.

Students: Young people are usually more than willing to assist in community service projects. Their enthusiasm, energy, and goodwill help in marketing. If students need to be recruited, "word of mouth" works best. Possible examples include: student testimonials over the loudspeaker system; written testimonials online (if available); brochures quoting students; letters to parents citing students' experiences; and newspaper articles.

Financial Requirements:

Operating costs include cost of program materials, planning time, additional coordination, and instructional staff time.

Sources of funding can include monies from a variety of sources such as the school district, JTPA, school-to-work opportunity planning and implementation grants, other grants, the participating service sites, area foundations, etc.

Transportation includes actual and potential liability costs which must be worked out ahead of time unless students are supplying their own. Accessible transportation must be provided for students with disabilities.

Program Development Requirements:

Staff recruitment: Staff recruitment depends upon the site where the service-learning is based. If in a school district, the initial planning and integrating of service-learning can probably occur with existing staff. If the program is to be more intensive, additional instructional time would be necessary.

Staff development: Staff development for teachers should be centered around acquiring a knowledge base of the principles of service-learning to include site visitations to successful programs. In addition, the skills required to design applicable curriculum and learning activities need to be developed.

Curriculum development: Curriculum development involves integrating service-learning activities into the classroom portion of the program. Examples include team building, communication, conflict resolution, problem solving, and project completion.

Resource identification: Resource identification is a task of both the school district and the participating community organizations. Resources include business and industry, organized labor, parents, other educational institutions like postsecondary and libraries, community-based organizations, service clubs, and local government. Resource identification for a school-to-work opportunities system occurs through the work of the local partnership.

Assessment Requirements:

Students: Depending upon the age of the students, logs, questionnaires, sample projects, and portfolios can demonstrate progress and mastery of desired outcomes for the service-learning experience. Teacher evaluations can be included in the student portfolio.

Program: Both formative and summative evaluations should be in place. Formative evaluation measures the progress or extent to which the students are achieving the desired outcomes. Has the implementation of the program occurred on schedule? What barriers were encountered? What changes were made to the program to alleviate the barriers? How do the students feel about their service-learning experiences? How are they doing academically? Are they more interested in their work? A summative evaluation measures the overall success of the program. How many students participated in the program compared to the anticipated number? How did the students do? Were they satisfied with the program? How do the community organizations feel about the program? How about the teachers?

SERVICE LEARNING

Case Study #1

The purpose of the Community Service Learning Program at the Central Park East Secondary School in Manhattan is to connect the school and community. Valuable learning occurs when students realize the value of their service and are aware of the career possibilities. Students assist in nonprofit organizations and work with a specific supervisor, giving valuable service one-half day per week for the entire school year.

The program has enrolled the entire student body of 240 students from grades 8-10, accommodating community service one-half day per week for a maximum of 80 students in each grade. These service-learning activities occur Monday through Thursday while teachers meet for planning and collaborative purposes.

Staffing requirements include a coordinator who supervises students, investigates possible new placements, and maintains liaison with school staff, placement supervisors, and families. One assistant is responsible for submitting attendance reports and calling sites when students are absent. Another assistant is responsible for filing, copying, and coordinating signing in and out.

Student outcomes include enhancing self-image, becoming aware of the value of service, developing sensitivities to the needs of others, and utilizing information from placements to complete a portfolio research project. Students present their six-year portfolio to their graduation committee. Their community service/internship portfolio is one of the 14 which they must present during their final year.

Operating costs include staffing (teacher, aide, and paraprofessional) and postage costs. Some support is received from grants such as the Corporation for Community Service. Public transportation tokens are contributed from the New York City Board of Education for transit needs.

All students write goals for the year and complete a portfolio project for the Community Service Portfolio. Students process with their advisors and complete two self-evaluations each year. The placement supervisors complete two student evaluations as well (see form under *Student Assessment*). Staff and supervisors evaluate the program each semester.

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Career Exploration Internship Program

Purpose:

The Career Exploration Internship Program (CEIP) is an experiential-based learning environment developed by the New York State Education Department (SED) and Department of Labor (DOL), and endorsed by the U.S. Department of Labor. The program allows students to explore and learn about a variety of career options through nonpaid worksite experiences in business/industry, governmental entities, or private not-for-profit agencies.

Program Activities:

The CEIP includes both classroom instruction and worksite experiences. It provides students, as early as age 14, the opportunity to learn, firsthand, about the skill and educational requirements necessary for career areas in which they believe they are interested. Thus, students play an integral part in designing their own high school program and in choosing courses they should take to reach their career objective. The classroom instructor/program coordinator, the business, the parent(s) and the student work closely together to develop the complete CEIP experience.

A training plan (such as the sample included in the *Student Training Planning* forms), outlining student interests, mentor responsibilities, job activities, personality and attitudinal aptitudes, mechanical aptitudes, educational requirements, evaluation guidelines, and signatures, is then refined, outlining job stations the intern rotates through during the nonpaid internship program. Business mentors serve as positive role models who help instill, reinforce, and equate to successful employment the importance of behaviors/skills such as: a positive attitude, integrity, human relations, teamwork, promptness/timeliness, and good study habits. A *Memorandum of Agreement* (MOA), a sample of which is located under *Employer Agreements* in the forms section of this guide, is also completed outlining agreements between school, business, and student. It specifies safety and health issues; Federal, SED, and DOL rules and guidelines; visitations, evaluation, and journal requirements; and overall program requirements. Training plans and agreements must be developed, before placement, outlining the proposed student experience.

Other program combinations can complement and enhance the CEIP experience. Ideally, a work-based continuum of learning is most effective in preparing students for the world of work. Such enhancement can include a job shadowing experience for younger students to assist them in learning about career areas and a paid work experience in a career area of interest after an internship.

Program Scheduling Structure:

CEIP requires nontraditional scheduling that demonstrates a willingness to make systemic changes. The program can be delivered through a variety of scheduling options, e.g., during school day, after school, weekends, or summer vacation.

Grade Level:

Age 14 and older in grades 9-12

Length of Program:

School year and summer

Staffing Requirements:

SED suggests 10-20 students per section requiring .2 FTE instructional staff per section. Program coordination may require dedicated staff depending upon the size of the program.

Anticipated student outcomes:

--Be aware of a variety of occupations within a broad career cluster

--Gain career information to make choices for remaining high school program, college, and/or additional training

--Demonstrate such positive behaviors as a positive attitude, integrity and ethics, teamwork, timeliness, and good study habits

Is the program credit-bearing for participating students?

Students receive Carnegie credit for the classroom instruction and on-site internship combined. One Carnegie credit is awarded for 108 hours of on-site work experience and 54 hours of in-school instruction. Student interns must rotate through a minimum of four different job stations, spending up to 37.5 hours at each station. The program hours may be reduced proportionately for 1/2 unit and 1/4 unit of credit.

Regulations governing program design and implementation:

Labor law: CEIP is an unpaid experience. The worksite is prohibited from benefiting from any productive work by the intern. School and sponsoring employer must comply with the Six Criteria Points used by the US Department of Labor to govern the placement of minors in nonpaid environments within a business/industry setting.

Education requirements: Curriculum and instructional planning for integrating classroom and worksite experiences is needed. All CEIP programs must be registered with the NYS Education Department.

Safety and health: All Federal and DOL rules and regulations, such as OSHA and EPA regulations, must be obeyed. Students should receive information on health and job safety as part of their related instruction in the classroom and at the worksite. Students may not intern at any of the Federal/State prohibited occupations, jobs, or tasks (see Appendix H).

Insurance and liability: A clear statement of respective school and worksite responsibilities must be recorded. Students are generally covered under the school's insurance policy. Workers' Compensation could apply under extenuating circumstances.

Support services for individuals with disabilities: CEIP is for *all* students, all of whom will be accepted into the program and otherwise treated without regard to age, color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation. Appropriate accommodations should be provided to enable all students to participate. The Americans with Disabilities Act should be consulted for further guidance.

Legal considerations: Students usually provide their own transportation to the worksite. Working papers are required for students 17 or younger.

Teacher certification: CEIP must be supervised/coordinated by a teacher certified to teach occupational education subjects if it is a discipline-specific program, or by a certified Diversified Cooperative Education Coordinator if the program spans more than one educational discipline.

Other: Include commitments expected of students, confidentiality issues, etc.

Marketing Strategies:

Administration and Board of Education Support is required from both to allocate monies for teacher salaries and future expansion. Parents and students tend to be very supportive of work-based learning, lending community cooperation to the school district's efforts.

Faculty: Teachers need to be informed about the program through faculty meetings for support and student recommendations. Support can generally be counted on when efforts expand resources available for all students.

Business/Industry: Contacts can be made in a variety of ways through networking with colleagues, parents, Chambers of Commerce, and the Private Industry Council (PIC). CEIP will provide interested workers who can become more skilled and supply an employment stream to area employers. The on-the-job experience may not be provided in a school setting unless the student is specifically exploring careers in the field of education.

Students: To recruit students for participation in CEIP, "word of mouth" works best. Possible examples include: student testimonials over the loudspeaker system; written testimonials online (if available); brochures quoting students; newsletters citing interviews with interns, their parents, and mentors; and letters to parents citing students' experiences.

Financial requirements:

Operating costs include cost of program materials, planning time, and additional instructional staff time (.2 FTE) from a variety of sources such as the school district, JTPA, school-to-work opportunity planning and implementation grants, other grants, the participating worksites, area foundations, etc.

Transportation includes actual and potential liability costs which must be worked out ahead of time unless students are supplying their own transportation. Accessible transportation must be provided for students with disabilities.

Program development requirements:

Staff recruitment under CEIP requires additional FTE instructional staff, thus the hiring procedures of the school district apply with the special certification requirements. The size of the program may dictate the necessity for a separate program coordinator. That function may be undertaken by someone else involved in the program, if limited in size.

Staff development for teachers facilitates skill development in designing curriculum and instructional activities to focus students on CEIP, providing information about the worksites, the broader industry, and the requisite skills, education, and credentials. Class discussions as well as individual learning activities will reinforce the nature, content, requirements, and attendant skills and qualities necessary to become a valued employee. In reflecting upon their internships, students might choose to write in a journal, give a presentation, or contribute to a class publication reporting on all the occupations students have learned about. Actual work activities also provide a basis for significant class discussion, both seminars and peer group meetings. Discussion might include common and unique features of a range of worksites, required credentials for different jobs, and perceived qualities of valued employees.

Business/Industry Technical Assistance involves training worksite staff to have appropriate expectations of interns which requires planning and skilled delivery. Among the tasks mentors may undertake are providing work focus, discussing appropriate worksite comportment, enhancing a sense of responsibility and positive attitude, arranging for workplace adaptations or accommodations for students with physical disabilities, and facilitating experience and understanding of the career opportunities available at the worksites.

Curriculum Development involves integrating career-related information into the classroom portion of the program. While the curriculum is developed locally and delivered in a structured classroom setting and/or through one-to-one teacher/student sessions, the following suggests the general content for 54 hours of in-school instruction:

Orientation to Internship Program	4 hours
Attributes for Successful Employment	4 hours
Career Opportunities/Development	4 hours
Health/Safety on the Job	4 hours
The Working Teenager	6 hours

(Worker's rights; working papers; wage-hour regulations; prohibitive hours/occupations; work and school balance; pay - gross/net; withholding allowances; Federal/State/FICA taxes; other)

Evaluation Seminars	4 hours
Applied Academic-Occupational Skills	18 hours

(Applied math, applied communications, teamwork, human relations, critical thinking/problem-solving and decision-making skills, other)

Journal Entry	10 hours

Resource identification is a task of both the school district and the participating employers. Resources include business and industry, organized labor, parents, funding, other educational institutions like postsecondary and libraries, and community-based organizations. Resource identification for a school-to-work opportunities system occurs through the work of the local partnership. Additional information can be learned from the contact people listed in Appendix L: *CEIP Model Programs*.

Assessment Requirements:

Students: An internship experience lends itself to performance-based assessment. Students are engaged in activities they have selected with clear goals and expectations. Thus, assessing the extent to which they have achieved the desired outcomes is a logical step. Students are required to keep a daily journal of on-site internship activities. Portfolios incorporate authentic work experiences, demonstrating progress and mastery. Teacher and mentor evaluations can be included in the student portfolio.

Program: Both formative and summative evaluations for CEIP should be in place. Formative evaluation measures the progress or extent to which the students are achieving the desired outcomes. How do they feel about their individual internship experiences? How are they doing academically? Has their school attendance and behavior improved? Are they more interested in their work?

A summative evaluation measures the overall success of the program. How many students completed the program compared to the anticipated number? How did the students do? Were they satisfied with the program? How do the employers and mentors feel about the program? How about the teachers?

CAREER EXPLORATION INTERNSHIP PROGRAM

Case Study #1

The Career Exploration Internship Program at the Mohonasen Central School District in Schenectady is an example of the jointly developed SED and DOL work-based learning program. The purpose is to allow students to explore career areas to gain an understanding of realistic work experiences and develop their work ethic.

The program consists of 108 hours of experience on-site in the business world and 54 hours of in-school instruction for which a total of one Carnegie unit is granted. It is also possible to receive one-half credit (or one-quarter credit) for half (or quarter) the on-site and in-school hours. Flexible scheduling for the ten-month program includes early releases, interning during the school day, after school or on weekends. There are 54 11th- and 12th-grade students enrolled in CEIP, which is one in 18 students in this suburban district.

Student outcomes include: positive networking with the community, learning from the experts, developing a work ethic, and gaining career information to make lifelong choices for college. Since CEIP is a small program, acceptance is not automatic. Students are recommended by other teachers and go through a formal application process. A sample recommendation form is included in the *Student Entry* forms. Participating in CEIP at Mohonasen is considered a privilege.

Marketing strategies have been successful in gaining the support of the administration and the Board of Education. Thus, monies have been allocated for teacher salaries. The faculty has received information about the program and recommend students to participate in CEIP. Networking and contacts from students, parents, and colleagues have been successful in gaining business participation.

At Mohonasen, CEIP's operating costs have been limited to .2 FTE teacher's salary per section offered. Funding was obtained from the school district's budget. Transportation is supplied by the students and is a consideration when applying to the program.

In developing the program, staff recruitment for the CEIP teacher(s) is consistent with the district's hiring policies with the requirement of Diversified Cooperative Education Coordinator certification. Staff development and business assistance has focused on public relations. These efforts have resulted in the community being informed about CEIP, creating interest and support from students and parents, and an awareness among local businesses who will be the source of future mentors.

The development of the curriculum and identifying resources has involved both the worksite and the school. Mentor input provides current career information which can then be integrated along with other career-related information. Skill development in interviewing, communications skills, and worker safety are all integral to the 54-hour in-school experience.

Student portfolios represent a collection of work completed over time. Portfolios include:

--both on-site and in-school accomplishments
--the extent of goal achievement
--measured improvements in academic, social, and personal tasks
--demonstrations of the breadth of careers explored

Mentor evaluations and other performance measures are also included in the portfolios. Students are assessed on a pass/fail basis.

Graduates of the program have been surveyed to determine the significance of their internships in selecting a college program. All 15 interns said the internship program was a beneficial and realistic learning experience. They noted that they appreciated their direct connection to the business community and valued learning career information from the experts. The interns reported the career exploration was very helpful in focusing on future goals and was a definite advantage in the college application process.

In addition to the surveys, interns and mentors were interviewed for a newsletter and by local newspapers. All the input was positive. Interns experienced the benefits; parents were positive and supportive; and, mentors were supportive and cooperative.

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CAREER EXPLORATION INTERNSHIP PROGRAM

Case Study #2

The CEIP located at Cattaraugus/Allegany BOCES provides an experiential learning environment assisting students with understanding the linkages between school-to-work by providing out-of-school opportunities, requirements for occupations, and positive role models for successful employment. Interns rotate through three or four job stations with no more than 37.5 hours at each station.

The schedule structure for the CEIP is very flexible. The CEIP Career Instructor interviews each student to determine time availability and career interest. Each student is matched with a mentor who can accommodate these factors. Students may elect to complete their internship hours during school, if approved, or they may elect to do their hours after school, on weekends, or during vacations, holidays, or summer. Students may also choose to participate in this program for either one or two semesters. The program tries to meet the needs of all participants.

Twenty-one girls and 23 boys are enrolled in this rural program. To meet the staffing needs of these students, four staff are required.

The full-time Program Manager for Student Services devotes a portion of time to serving as Coordinator for CEIP. This coordinator completes all program reports, keeps statistics, and supervises the Career Instructors. All training plans and Memorandums of Agreement are reviewed.

A part-time Staff Specialist assists in completing program reports and keeping statistics on program participants.

Two part-time Career Instructors interview students and mentors and match them for internships. They make sure working papers and signatures are in order and complete on-site visitations and evaluations on all interns. They monitor progress by checking journals. Finally, they submit copies of evaluations, journals, and pass/fail requests to business and school officials.

All staff collaborate for the full day CEIP Seminar which covers labor law, safety/health, gender equity, sexual harassment, and team building. CEIP staff training was conducted by the Department of Labor and State Education Department. Staff have also attended SABA and Tech-prep conferences.

Marketing the CEIP program consists of presentations to superintendent and principal committees, counselor associations, business/English instructors, and business committees. News releases are sent to local newspapers. Articles appear in business newsletters and brochures are disseminated. Students are recruited through classroom presentations, open houses, and newsletters.

Students obtain an awareness of a variety of occupations; understand and appreciate the knowledge, skills, and educational requirements for various occupations; and demonstrate a positive attitude, integrity and ethics, human relations skills, teamwork, timeliness, good study habits, and other related positive behaviors through adult role-models. The full program receives one school Carnegie credit.

Topics which have been integrated into the curriculum are: Child Labor law, sexual harassment/gender equity issues, safety and health on the job, and career opportunities and development. Students and the program are evaluated through mentor and school feedback and student feedback. The Department of Labor and State Education Department continue to act as resources for CEIP.

Operating costs are primarily for the management, coordination, and instructional staffing. There are no transportation costs for field trips except to the Department of Labor. Student interns are responsible for their own transportation. Sources of funding include: BOCES Career Services Co-Ser, Tech-prep grant, and Vo-tech funding.

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CAREER EXPLORATION INTERNSHIP PROGRAM

Case Study #3

The purpose of the Child Care Internship located at the suburban Mohonasen High School in Schenectady is to allow students to experience a realistic child care environment (Grades K-2) in a public school setting on a nonpaid basis. The program consists of 108 hours on-site (four days per week, Monday through Thursday, two hours daily) and 54 hours in-school instruction. Students earn one Carnegie credit for their 162 hours with the internship. This is one of the five credits needed to earn a Child Care sequence within the Mohonasen school district.

Ten 11th- and 12th-graders, out of 90 students in the school, are enrolled in the academic year program. Flexible scheduling allows for classes in the morning so students are available to intern at an elementary school for two hours, four afternoons a week.

Students experience direct contact with children in a realistic learning situation with teacher experts. They are given an opportunity to explore whether child care or elementary education might be their career choices as they are developing a work ethic and other positive behaviors.

Operating costs include .2 FTE teacher salary per section. Transportation is provided by the students. Funding is from the school district budget and planning grants.

Curriculum development has included the integration of child care career information, the development of materials/lessons for use in elementary classes, and child care certification preparation.

Student and program assessment is ongoing. The program has been revamped after reassessing the current methodology and evaluating the advantages to students.

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CAREER EXPLORATION INTERNSHIP PROGRAM

Case Study #4

The Career Exploration Internship Program in the Occupational and Technical Education Division of Eastern Suffolk BOCES is a nonpaid worksite career exploration experience designed to assist students in understanding the linkages between school and work. The program provides students with out-of-school opportunities to obtain an awareness of a variety of occupations within a broad career cluster. Students are provided the opportunity to obtain a firsthand understanding and appreciation of the knowledge, skill, and educational requirements necessary for various occupations. The program also introduces students to positive adult role models who can help instill, reinforce, and equate to successful employment the importance of behaviors such as positive attitudes, integrity and ethics, human relations, teamwork, promptness, and timeliness, good study habits, and other related positive behaviors.

The 20 high school students participating in CEIP are awarded either one or one-half credit for completing the nonpaid internship and related in-school instruction. The full-credit program consists of two interrelated components: 108 to 150 hours of structured on-the-job career exploration, plus 54 hours of defined in-school instruction. The structure requires that students rotate through many work-related experiences to gain knowledge of the full array of opportunities within a company. Support services are available for students with disabilities, i.e., job coach, social worker, counselor.

The program takes place during the school year and accommodates one percent of the student body. Scheduling implications are minimal since students usually participate for half-days during one semester. This depends upon the work days of the participating employers in this suburban area. The program is currently provided as part of the BOCES occupational and technical offerings.

Anticipated student outcomes include increased student motivation by experiencing the connections between school and work; increased awareness of career opportunities; and, appreciation of the importance of teamwork and other work-related skills. Staffing for achieving these outcomes is one full-time equivalent (FTE). This staff position is responsible for matching students with appropriate work-based settings. Other responsibilities include follow-up, attendance monitoring, in-school related instruction, and liaison with employers. Instructional staff are certified Diversified Cooperative Education Coordinators.

Marketing efforts are comprised of workshops for local administrators and teachers/counselors provided through the Long Island School-to-Career Partnership. The partnership also markets to local school-business partnerships to encourage the participation of area business/industry. Students are targeted for the program based on teacher/counselor recommendations. Faculty and guidance staff disseminate information about CEIP.

Operating costs include the assignment of .5 Cooperative Education Coordinator, offered as a BOCES-shared service. The budget is approximately $30,000, funded through local funds, a Workforce Preparation grant, and local tuition charges. Transportation costs are, also, incurred when the school district transports students. Some students provide their own transportation.

The Cooperative Education Coordinator position already existed. The coordinator provides an overview to staff and obtains volunteers to participate in workshops. He/she also meets with small groups of teachers, counselors, and business representatives for staff development purposes.

Student evaluation includes a self-assessment and an assessment by the business/industry staff. A sample of the latter, a Performance Appraisal Form, is included within the *Student Assessment* forms. Program assessment occurs through an informal review by representatives for participating districts.

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Brookhaven Technical Center
350 Martha Avenue
Bellport, NY 11713
(516) 286-6580

Other Unpaid Internships

There are other unpaid internships which are not the formalized CEIP, but nevertheless provide opportunities for students to learn about a variety of career options through worksite experience. In a health care setting, these internships would be characterized as clinicals. The following case studies are illustrative of experiences as interns.

Case Study #1

The purpose of New Vision, located at the Monroe #1 BOCES in Fairport, New York, is to create an educational experience for high school seniors and adult students that fully integrates academic work and hands-on career training in the medical or graphics/printing areas. Students spend alternating sessions at a local hospital or printing firm and at a local high school or other educational site (college or junior college). The high school seniors and adult students are assigned mentors when on the worksite and spend the entire ten-week period training and working in this job-like role. The work experience is for most of the school day. Students have academics integrated into their day on an individual basis. The educational-site time is spent on double sessions of academics that are correlated to the work experiences.

A class of 40 students from ten suburban school districts is divided into two groups. These groups alternate in ten-week blocks between extensive visits to worksites with supplemental independent instruction in language arts and social studies and intense instruction in math, science, and physical education at a local high school or college. While at the worksite, students are assigned to a mentor in one of numerous departments and typically explore different departments or worksites over the course of the year. Students are awarded high school credit by the traditional formulas.

A full-time teacher/coordinator is assigned to the worksite and is responsible for teaching English and social studies as well as supervising student work placements and activities. Two half-time (1 FTE) teachers of science and math and one part-time (.2 FTE) physical education teacher are assigned to the academic site. Mentors will generally be responsible for one or two students.

Requirements are generally the same as for CEIP with the exception of the requisite of physical examinations and immunizations for the medical program.

All the marketing efforts are carried out by a committee of the schools, businesses, and others involved, as well as the BOCES school community relations staff. Original marketing consisted of newspaper articles, TV news spots, brochures, meetings with school district staff, and open houses for students and parents. Ongoing marketing consists of similar efforts as well as students in the program and alumni meeting with other high schools and providing tours for younger students.

Financial requirements include the cost of the teacher/coordinator, two half-time science and math teachers, and the .2 FTE physical education teacher, as well as modest sums for supplies and equipment. Funding sources include the STW grant and local district tuition. Students are transported from their home high school to the program high school or worksite.

The teacher/coordinator was recruited by postings and ads in local papers. The candidates are interviewed by a committee made up of all partnership members. The academic teachers are selected by the school district sponsoring the academic portion of the program. Staff development occurred in the summer and was supported by the BOCES. The curriculum development also occurred during the summer, worked on by teachers with input from the mentors and worksite partners.

Student progress for ten-week blocks is assessed on an ongoing basis by the teacher and mentors. The mentors use performance appraisal forms and follow the process for evaluating entry-level hospital employees in comparable positions. Portfolio and other performance-based assessments together with an oral defense of the senior project are the primary ways in which student progress is assessed. A locally developed survey on work values is administered to students at the beginning and conclusion of the school year to monitor the change in this area. Students, also, keep records of their involvement in community and volunteer activities.

In evaluating the program, mentors use performance appraisal forms and evaluate entry-level hospital employees in comparable positions to the interns, comparing them. At the end of the school year, students are asked to complete a detailed exit survey designed to evaluate various aspects of the program and its impact on them. This survey is included within the *Student Assessment* forms. A follow-up survey was completed in early 1995. This survey determines the extent to which the students are prepared for employment or further education.

The two-year history of the program has been very positive. Academic areas have improved. Students and parents have reported high gains in maturity and responsibility. There have been no dropouts or failures. Students are interested in school and independent learning. They meet together after school hours to work together on projects. Many of the students are now employed by the hospital.

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OTHER UNPAID INTERNSHIPS

Case Study #2

The Internship/Career Exploration Experience at the Central Park East Secondary School (CPESS) enables students to participate in a business internship and provides them with weekly career seminars. Students in 11th and 12th grades spend 100 hours per semester in an internship tailored specifically to their future career goals. This may occur during any one of the final four semesters they are students at CPESS. Flexible program scheduling allows for the participation on an individual basis.

Twenty-five to 30 students, which is ten percent of the student body, are enrolled per semester. They are given credit for the internship and it is required for graduation. One staff paraprofessional coordinates placements and runs the weekly career seminars. There are site supervisors at each internship placement.

Operating costs include the paraprofessional coordinator and a modest sum for postage and office needs. Tokens and other funding are received from the New York City Board of Education.

Students are expected to produce a reflective research project enabling them to realistically ascertain if they want to continue with their career choices. Students, also, self-evaluate their goal achievement and give a presentation before the graduation committee about their experiences. The program is assessed with ongoing feedback from the sites, students, and their families.

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OTHER UNPAID INTERNSHIPS

Case Study #3

The 1995/96 school year marks the seventh partnership year between the Park Ridge Health System and STTART/Human Services Program (Students Transitioning Through Advanced Responsibilities and Training). The STTART Program provides hands-on vocational programming in a community based, human services setting to secondary students with a variety of special needs.

School-to-work transition is a reality to students in the STTART Program. Coupled with a school-based curriculum which targets job attitudes and behaviors, interpersonal skills, career exploration, and specific job skills, students participate in actual on-site jobs. Upon assessment of individual skills, interests, and aptitudes, students are placed in appropriate job settings which meet those needs. Each vocational experience presents the realities of the world of work. An on-site educator and paraprofessional provide job training/coaching, work environment modifications, counseling in transitioning to the expectations of the world of work, and continual assessment of student progress and job performance. Park Ridge Health System employees provide job specific skill development and role modeling.

Students work in the health/human services cluster areas of:

--materials management

--food and nutrition

--hospital linen room

--nursing home laundry

--environmental services

--clerical skills

--data entry

--child care

In each area, students:

--meet health entrance standards for participation in a health care work experience

--explore both traditional and nontraditional occupations

--demonstrate entry-level job ready skills

--perform tasks as part of a departmental team

--maintain worksite decorum

--participate in activities designed to enhance the work experience

--demonstrate entry-level application of basic and applied academic skills in the work setting

Students apply positive work habits and attitudes in actual job tasks measured by weekly evaluations. Concurrently, students develop an awareness of individual interests, vocational strengths, and weaknesses.

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EMPLOYMENT

Youth Jobs/Employment Programs

Subsidized Employment Training

Youth-Run Enterprises

Co-op Education and Paid Internships

Apprenticeship

Youth Jobs/Employment Programs

Purpose:

Many high school students are employed during the school year. Students benefit from their jobs by being exposed to all aspects of an industry. Work-related school activities and assignments are offered throughout students' academic curricula to supplement and enhance their job performance and understanding of the world of work. Structured youth employment programs, however, provide a comprehensive approach to the introduction of students to career-related employment opportunities though the combination of work experience with a course or courses designed to provide the corresponding academic skills base.

Program Activities:

Students are initially hired for jobs typically considered appropriate for youth, such as working in fast food restaurants or bagging groceries and cashiering at supermarkets. Through employment experiences related to career interest areas, students continually build upon these first job experiences. In addition to fulfilling the responsibilities of their own position, students become familiar with other jobs within the industry, including management concepts and skills. Oftentimes, a mentor is assigned to guide the student's acquisition of experience and knowledge.

To capitalize on the work experience, students complete related coursework in a classroom setting. For example, strategies in the academic classroom that focus on work readiness skills are designed to enhance the work experience of an employed student. In addition to supplementing work experience with a classroom-based introduction to work readiness skills, school-sponsored youth employment programs may also be offered. These career-focused programs require the joint development of related course curriculum and work experiences by school and industry staff.

The remainder of this section will focus on the development of such school-sponsored youth employment programs.

Program Scheduling Structure:

In school-sponsored employment programs, students, generally, work under the same guidelines as other employees, receiving scheduled work hours through their department's manager. In respect to school hours, a variety of scheduling approaches exist. Some programs allow early dismissal of students from school, so that they can proceed directly to the workplace. School schedules are less of a consideration if the students' work shifts occur in the early evening.

Grade Level:

School-sponsored youth employment programs are most appropriate for students in at least 11th grade.

Length of Program:

School-sponsored youth employment programs run the length of the school year, with employment usually continuing over the summer months.

Staffing Requirements:

An educator with experience in occupational education should serve as the coordinator of a school-sponsored youth employment program, keeping track of student enrollment, placement, and progress. The coordinator may need release time for supervising students while they are on-the-job. Depending on the size of the program and the student-educator ratio, additional teachers may be needed to assist academic teachers with the appropriate strategies for presenting the work readiness skill development or if any material is covered in separate classes.

The coordinator might be guided by a steering committee or some other such governing body that includes representatives from business and industry. A corporate liaison serves to meet needs which require corporate approval or involvement. Additionally, mentors (one per student) at the worksite are needed to support, guide, and advocate for the student.

Anticipated Student Outcomes:

--Gain work experience and confirm desirability of occupational area while augmenting income

--Increase level of maturity and job preparedness

--Strengthen networking base for transition from school to work

Is the program credit-bearing for participating students?

Carnegie credit and, in some cases, college credits from local colleges are granted to students participating in school-sponsored youth employment programs who complete classroom-based coursework in conjunction with the employment experience.

Regulations governing program design and implementation:

Labor Law: All Federal and NYS labor law and regulations pertaining to employment, particularly laws governing the employment of minors, must be followed.

Educational requirements: Curriculum approval through the participating school district must be secured, if credit is granted.

Safety and health: In addition to adhering to OSHA and EPA regulations, students also receive instruction on health and job safety as part of their related instruction in the classroom and from the employer at the worksite.

Insurance and liability Workers' Compensation, or other insurance carried by the employer, provides payment for necessary medical care and benefits to an employee disabled by injury or illness caused at the worksite. Double compensation benefits must be paid for those under age 18 if the employer is in violation of the Labor Law or of an Industrial Code Rule. A clear statement of respective school and worksite responsibilities should be set in writing, since the workplace may be considered an extension of the classroom in certain instances.

Support services for individuals with disabilities: All employer policies and guidelines apply within the workplace. The Americans with Disabilities Act outlines the policies and guidelines to which employers should adhere. All students, including those with disabilities, should be provided appropriate accommodations to enable them to participate.

Teacher certification Teachers should be certified per the policies of the school district and the New York State Education Department.

Marketing Strategies for School-sponsored Youth Employment Programs

Administration: Key decision makers of the school must be in support of the youth employment program. In particular, the school district's support of such a curriculum should be apparent to prospective parents and students.

Administrators of the school are involved with whatever governing body or steering committee presides over the program, and should be appraised of the impact of the program.

Faculty: Direct contact with students and parents keeps faculty in tune with the benefits of the program. Faculty must be made aware of program goals, student progress, learning outcomes, and the results of follow-up studies. The coordinator should point out to the faculty how their contributions have enhanced the students' experiences.

Business/Industry: A partnership between business/industry and the school district must be maintained. Businesses should be invited to participate in the Advisory Committee and visit the school. Coordinators should plan on attending business group meetings, such as the local Chamber of Commerce, to describe the benefits of working with the school. To further positive working relationships, employers who have participated should receive some form of public recognition, such as certificates, banquets, thank-you letters, or media coverage. Within the business, the program should be marketed to current employees who might wish to serve as mentors.

Students and parents: The first step in recruiting students is to make a general announcement about the availability of earning work-based learning credit for youth jobs. This announcement can be made to the students in homerooms or during assembly talks and presentations. Department managers from participating companies can also serve as classroom speakers.

Another marketing strategy useful for recruiting both students and parents is publicity in local newspapers, in the school or company newsletter, on bulletin boards at the worksite, and on local radio and television programs. Pamphlets, brochures, questionnaires, and application blanks can be developed and distributed throughout the community.

A more one-on-one approach is to conduct personal interviews with any and all students who express interest in the program -- whether they currently work or not. Interviews could, also, take place during home visits with parents. It is important that all students realize the benefits of work experiences.

Financial Requirements for School-Sponsored Youth Employment Programs:

Operating costs include salaries and benefits for coordinator and support staff, purchased services (printing, telephone, postage, etc.), program supplies and materials, and travel expenses. Mentors' and teachers' time should be compensated through the business and school, respectively.

Sources of funding may include monies from company operations and from school district allocated funds.

Transportation costs include a travel allowance for coordination activities. School districts may choose to assign a school-owned vehicle to the coordinator rather than provide a mileage allowance.

School-Sponsored Youth Employment Program Development Requirements:

Staff recruitment: The coordinator and teachers are recruited by the school district, per its hiring policy. The corporate liaison and mentors are company employees and, as such, hired per the company hiring policy.

Staff development and business/industry technical assistance: The coordinator must have expertise in career planning, identifying worksites, job coaching, and performance appraisal. Professional development of the coordinator should be encouraged and supported by the administration. Both the coordinator and teachers, especially those who will be developing curriculum, should have the opportunity to visit business sites and become familiar with the operation and work setting.

Before the program begins, an advisory board composed of representatives from business and industry, trade groups, and various civic organizations must be established. The advisory board should be large enough to represent the community, but small enough to get things done. The advisory board not only promotes community understanding by publicizing the program, but can also be a source of technical assistance. All employers and employees must be thoroughly informed of their responsibilities if they are to serve as host worksites and mentors.

Curriculum development: The classroom curriculum must be developed and continually updated by the school district with the input of the advisory committee. The Cornell University Home Study Program may prove to be a valuable resource in specifying knowledge, skills and attitudes and in determining the specific objectives of the course, units, and lessons. In developing curriculum, it is necessary to distinguish the needs for full-scale employment program course offerings from the needs of smaller-scale work experience programs that offer academic classroom-related strategies.

Resource identification: Resources are identified by the school district, business/industry, and the advisory committee.

Assessment Requirements for School-Sponsored Youth Employment Programs:

Students: Students receive regular feedback from their mentors as well as formal performance reviews by their employer. Additionally, the coordinator regularly completes progress reports on the student. Another form of assessment asks students to record their work experiences in a journal and/or to prepare an in-depth report on "all aspects of the industry."

Program: The youth jobs program is continuously evaluated by the steering committee. A form or forum should be established to gather data which is often required by school districts. This may include records of enrolled students' names, addresses, placement locations, and time/salary records.

YOUTH JOBS/EMPLOYMENT PROGRAMS

Case Study #1

The Food Industry Management Program is a partnership between Pittsford Central School District and Wegmans Food Markets, Inc. The program's objectives include attracting high-caliber students through exposure to the business and "home growing" future managers for Wegmans. Forty-six juniors and seniors participated during the school year and over the summer of 1994-95.

Students are hired just like other teenage employees at Wegmans. The unique status of the employees is they each have an assigned mentor from the store who works closely with them to ensure they gain the experience and opportunities to understand and prepare for careers in management. The program is credit-bearing: two high school credits and six college credits from Monroe Community College in Rochester, NY. Several students had these college credits accepted by the colleges they are attending in the fall to apply toward their college degrees.

Students prepare for the job by enrolling in a two-year business course their junior and senior years of high school. The curriculum covers a broad range of topics, including supermarket retailing, job skills, and management concepts and skills.

The program involves the following people:

(1) Steering Committee comprised of four members from the school district and four from Wegmans, responsible as the governing body and for ongoing assessment of the program and policies.

(2) Three classroom teachers responsible for the program.

(3) One mentor per student responsible for supporting, guiding, and advocating for the students.

(4) Personnel representatives from Wegmans in each of four stores where students work.

(5) Wegmans' corporate liaison who is responsible for meeting needs which require corporate approval or involvement.

Marketing efforts include school district administration support which appeals to parents and students. Faculty market the program by offering direct contact with students and parents. Wegmans is marketing to current employees who might qualify for the program and as potential mentors.

Operating costs include student payroll, field trips, seminars, program materials, teacher summer payroll, mentors' and personnel representatives' time. Both the school district and Wegmans allocated funds for the project. There are no transportation costs as students are responsible for providing their own transit to work.

Staff recruitment is done respectively by the school district and Wegmans. Teaching staff has the opportunity to experience training at Wegmans, especially as it relates to curriculum content. The curriculum is developed by the school district, taken primarily from the Cornell University Home Study Program. Plans are currently underway to update the curriculum, incorporating elements from Wegmans' management training program. Wegmans provides managers as classroom speakers and field trips for both orientation and reflection, in addition to shadowing experiences.

Students receive a monthly report from their teacher and regular feedback from their mentor. Employees at Wegmans receive a performance review every six months.

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YOUTH JOBS/EMPLOYMENT PROGRAMS

Case Study #2

During the 1994/95 school year, the Work Experience Program at Edison Technical & Occupational Education Center in Rochester began a partnership with UNISTEL, a division of Continuing Developmental Services, Inc. This partnership serves to provide School-to-Work Transition experiences for the Trainable Mentally Retarded population. UNISTEL is a supportive business whose primary function is to operate successfully and competitively while providing work opportunities for persons who are disadvantaged in a diverse workforce.

Aging out students work four hours per day, either one or two days per week, in actual work activities in a community setting. A special education teacher and paraprofessional provide support, encouragement, and job training and coaching to students in the work setting. Students have an opportunity to truly experience worker expectations by practicing positive work behaviors and attitudes, time management skills, and interpersonal skills, and to apply academics in a meaningful way. Students also have an opportunity to socialize with co-workers during break and lunch periods. Students are paid for their work activities.

School-based integrated academics focus on practical and applied basic skills for transition to independent living. Students bank in the community: cashing pay checks, opening savings accounts, depositing and withdrawing funds, and budgeting monies to save for special purchases. As a class, students use both public and school transportation for banking, purchasing, and participating in community recreational activities and events.

The development of self-esteem is clearly evident in the students. They take great pride in fulfilling the responsibilities of work and look forward to their work days. The on-the-job experience helps bridge the gap from school to work in a supportive environment. Teachers focus on specific skills and behaviors that should be encouraged, further developed, reduced or extinguished for future success.

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YOUTH JOBS/EMPLOYMENT PROGRAMS

Case Study #3

City-As-School (CAS) is a New York City public alternative high school. As interns in the city's business, industrial and organizational communities, students receive structured, hands-on, experiential learning integrated with theoretical learning.

In addition to the on-site job skills the students are learning, CAS has collaborated with the Department of Labor's (DOL) Youth Opportunities and Employment Center and the Job and Career Center. Here, the students are provided with career and college counseling and assessment, and seminars to assist them in identifying career interest goals and further education and training opportunities.

DOL personnel provide school-based employment skills training and preparation for work-based external learning during a series of seminar classes. Incorporated into weekly school seminars are opportunities to evaluate academic strengths and weaknesses which enable the staff to guide students in the selection of work-based learning experiences. Students may also receive assistance in writing, math, reading and job-related skills development (i.e., how to prepare for an interview, answering phones, resume writing, etc.) through the CAS Enrichment Center.

The CAS focus is on providing all students with multiple work-based learning opportunities that integrate theoretical instruction with structured on-the-job training. These opportunities, called resources, are developed and supervised by professional on-site staff and school-based teachers. The curriculum is developed by this team. Included in the curriculum are activities and instructions related to developing positive work attitudes, employability skills, and skills specific to each individual placement. Development of effective reading, writing, speaking, and listening techniques, development of organizational, creative thinking, and self-expression skills and the ability to transfer skills from one discipline to another are also a part of each curriculum packet (LEAP). These skills are closely monitored through field visits and support groups that enable students to process their learning experience. Evaluations of the LEAP and the students' demonstration of job skills determine the students' success or failure to receive academic credit.

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Subsidized Employment Training

Purpose:

Subsidized employment training programs provide employment skills training and remedial academic enrichment to economically disadvantaged students. These programs offer students the opportunity to supplement their family's income, but more importantly, help lessen the risk of students dropping out of school. Both governmental and nongovernmental organizations organize these training programs in which students are paid for their work.

Program Activities:

The activities of subsidized employment training focus on employment training and work, life skills training, and academic remediation. These activities are delivered in many diverse ways, depending on the nature of the program, the sponsoring agency, geographic location, number of students, etc.

Program Scheduling Structure:

As the variety of subsidized employment training programs is large, so, too, are the options for scheduling. Students might work in the morning and attend remedial classes in the afternoon or vice versa. Academic enrichment can take the form of seminars or daily classes. Life skills training, in which students practice personal and social competencies, can be held weekly or daily.

Grade Level:

Subsidized employment training is appropriate for students in grades 9-12, although it has been suggested that at-risk children in middle school may reap even greater benefits from such programs. Programs for younger children begin with a stronger academic component, with employment training phased in over a period of years.

Length of Program:

Summer programming is a popular scheduling option, although summer programs must be linked to school-year support in order to increase continuity and strengthen this network of support. Again, much diversity exists. In the case of middle school students, it is beneficial to conduct a long-term program.

Staffing Requirements:

Depending on the size of the program, a full-time program manager or work-study coordinator with appropriate support staff coordinates the operation of the program. NYS-certified vocational teachers and counselors provide academic enrichment, counseling, and life skills training.

Anticipated Student Outcomes:

--Improve reading and math skills.
--Improve social and interpersonal skills.
--Decrease likelihood of dropping out of school.

Is the program credit-bearing for participating students?

Carnegie credit is usually awarded for successful completion of academic remediation coursework. Summer programs can be offered for high school academic credit, allowing students to make up for failed classes or get a head start on the next year. At the completion of some programs, students are eligible to sit for Occupations Regents Competency Exams. Students who pass receive a half unit of credit towards high school.

Regulations governing program design and implementation:

Labor law: All Federal and NYS labor law and regulations pertaining to employment, particularly those concerning minors, must be followed.

Educational requirements: Students must have demonstrated a need for remediation in reading or math. Minimum reading levels may apply for participation.

Safety and health: In addition to adhering to OSHA and EPA regulations, students should receive instruction on health and job safety at the worksite.

Insurance and liability: Responsibility rests with the sponsoring fiscal agent, such as the county JTPA, Youth Bureau, or educational agency, if the students are listed as their employees. During the school year support program, the students are covered by their sponsoring agency or school district for field trips, etc. A clear statement of respective responsibilities should be set in writing.

Support services for individuals with disabilities:Subsidized employment is for all students, although economic guidelines do apply. Students will be accepted into the program and otherwise treated without regard to age, color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation. All students, including those with disabilities, should be provided appropriate accommodations to enable them to participate.

Legal considerations: All sponsoring agencies and partners should have legal representation and follow all governmental laws.

Teacher certification: All teachers must be NYS certified. An emphasis in vocational and reading areas and in counseling is helpful. The Program Manager should be certified as a School District Administrator and/or School Administrative Supervisor, or hold comparable certification. Extensive work experience outside the educational field is helpful.

Marketing Strategies:

Administration: During start-up and annually after that, presentations to superintendent committees and principal committees will engage administrators in the program.

Faculty: Faculty can be kept abreast of the program through school newsletters, exhibitions, meetings, mailings, media coverage, and school board communications. Faculty involvement can also be increased by staff development sessions and ceremonies recognizing their contributions to the program. Regular participation in and presentations at professional association meetings will help promote understanding.

Business/Industry: The coordinator should plan to present at local agencies, such as county Youth Bureaus and Employment and Training Offices. Utilizing local media is an effective means for spreading the word about the program.

Students and parents: Students and parents can be made aware of the program through student and school newsletters, media coverage, posters, videos, and information sessions.

Financial Requirements:

Operating costs include salaries and benefits for coordinator and support staff, purchased services (printing, facility use, telephone, postage, consultants, etc.), supplies and materials, and travel expenses.

Sources of funding rests primarily within the Federal support created by the Job Training Partnership Act of 1982. The Private Industry Council is responsible for allocating these funds. Other sources of funding include Education for Homeless Children & Youth grants, STEP(see Appendix N) start-up monies, Title IIB monies, Vo-Tech funding, and Youth Bureau funding.

Transportation costs often include transportation for the students, which may be provided by the school district, BOCES, or the sponsoring agency. Accessible transportation must be provided for students with disabilities. In some instances, students provide their own transportation.

Program Development Requirements:

Staff recruitment: Roles and responsibilities will be assigned per individual programs, but, generally, a coordinator within the school or sponsoring agency operates the program by working with students, teachers, administrators, and worksite representatives. Teachers are recruited per school district or sponsoring agency policy.

Staff development and business/industry technical assistance: Workshops and meetings should be held for involved staff. State and national training sessions may also be a source of staff development.

Curriculum development: Curriculum must be developed for the various topics to be addressed in summer school sessions: math, English, global studies, science, etc. In addition to the traditional tools of curriculum development (objectives, activities, skills, behaviors, and knowledges), developers of curriculum should, also, note gender equity issues, child labor law, health and safety regulations, and life skills training.

Resource identification: New York State Education Department and U.S. Departments of Labor and Education, local Chambers of Commerce, county Employment & Training offices, Economic Development agencies, and Youth Bureaus are all excellent resources.

Assessment Requirements:

Students: Student progress is assessed through written exams, self-evaluations, or alternative assessment tools such as journals. On-the-job foremen may be present at the worksite to provide direct supervision over work activities.

Program: Student evaluations, teacher evaluations, test results, and statistical analysis of the program all serve as program assessment tools.

SUBSIDIZED EMPLOYMENT TRAINING

Case Study #1

The Allegany County Employment & Training Center and the Cattaraugus/Allegany BOCES have formed a partnership to provide a unique academic/work experience program for qualifying 14- and 15-year-old rural youth. The Summer Training and Education Program (STEP) is a 15-month program spanning two summers of work experience/classroom activities with a connecting school year school component. During the summer, the students participate in seven weeks of remediation, summer school, and work. Additionally, the partnership provides a six-week work and remediation program for 16- to 19-year-old youth.

The major components of the Department of Labor's STEP experience are:

Practical Academics composed of five areas, including:

--learning modules (language arts and math instruction in the context of student-centered issues)

--individual support activities (expanding students' learning opportunities using alternative materials and methods)

--computer-aided instruction (to support reading and math skills development and to practice problem solving, critical thinking, and writing skills)

--Drop Everything And Read (establishing a habit of reading and providing an opportunity to practice reading)

--journal writing (an integral part of reading comprehension and language development)

Life Skills and Opportunities offering youth the opportunity to learn and practice critical life skills, such as preparing for the world of work.

School Year Support designed to keep youth in school by reinforcing the lessons of the summer and helping participants perform better academically and socially.

Work Experience serving as a primary motivator for attending classes in the summer (unless students attend academic and life classes, they cannot work). Students receive $4.25 per hour for participation in both class and work experience.

During the summer months, the program runs from 8:30 a.m. to 3:30 p.m. Monday-Thursday, and 8:30 a.m. to 12:00 p.m. on Friday. Academics take place in the morning and worksite activities occur in the afternoon for 14- to 15-year-old students. Older students follow a reverse schedule.

Currently there are approximately 45 students participating in the program, all of whom participate in reading and math remediation, basic computer skills, and one of three work experiences in either Basic Carpentry, Radio and TV Broadcasting, or Conservation. Students 14 to 15 years-old participate in Life Skills and Opportunities classes and in Introduction to Occupations classes.

Students who complete the Introduction to Occupations class (required for high school graduation in NYS) and pass the accompanying test at the end of the summer receive .5 credit. Students who pass their summer school tests receive 1.0 credit for each subject (math, reading, science, and global studies).

One hundred percent of the participating students passed their summer school required classes and 50 percent of the participating students passed their Introduction to Occupations classes. The remaining 50 percent will be tutored during the school year and become eligible to retake the Occupations test. Other anticipated student outcomes are improvements in reading and math skills, improvements in social and interpersonal skills, and a decrease in the likelihood of students dropping out of school.

The STEP staff consists of a full-time Program Coordinator, an Educational Coordinator, a Lead Teacher, a Practical Academic teacher, and Work Experience instructors. A secretary, bus drivers, and student foremen (senior conservation and/or Ag/Mechanic students) provide further support. Furthermore, parents/guardians support the program by signing a Parent/ Guardian Form and a medical release form, both of which are included within the *Parent/ Guardian Forms*.

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SUBSIDIZED EMPLOYMENT TRAINING

Case Study #2

The Practical Education for Citizenship and Employment (PECE) is a Summer Youth Employment and Training project of the Buffalo and Erie County Private Industry Council, Inc.(PIC). It is based on the Public/Private Ventures - PECE program model. Its purpose is to provide in-school youth age 16 and older with paid training in community service and life skills/job readiness over the summer months.

Youth receive vocational training in an area such as construction trades related to a specific community service project. They, then, have work experience in a service project such as a Habitat for Humanities housing site. Program activities also include group life skills and job readiness skills training sessions. Weekly team meetings review the training/work experience and integrate life and job skills into the service learning activities.

This program enrolls 40 high school students in three community service projects located in an urban area. Staffing requirements for PECE include a full-time coordinator, a full-time life skills teacher, three part-time vocational instructors, and three full-time team leaders. For two days each week (six hours each day), there is a mix of vocational training and life skills/job readiness. Two days (six hours each) a week involve work at the community service project site. One day is reserved for weekly debriefing and team meetings, lasting four hours. Participants do not receive school credit.

The anticipated student outcomes include: increased awareness of the value and importance of community service and team concepts, increased awareness of job readiness and life skills issues, and acquisition of vocational skills in the community project area.

The program requires that students be academically performing at or above grade level. Participants are covered by the general liability policy of the PIC's Summer Youth Employment and Training Program. The vocational and life skills/job readiness instructors are all New York State certified. The coordinator, lifeskills/job readiness instructor, and team leaders also receive training in the PECE model and curriculum.

Operating expenses for PECE include student wages, full- and part-time staff costs, facility costs, materials and supplies, coordinator and counselor costs for identification of students, curriculum, and training costs. The funds are provided under the JTPA Summer Youth Employment and Training Program.

The required three-day training for the instructional staff is provided on a statewide basis. Curriculum materials for life skills and job readiness are provided by Public/Private Ventures. Resource materials are from the PIC marketing area.

Student skill levels in SCANS are assessed prior to the start of the program, at midpoint, and at completion. See *Student Assessment* forms for an example of a competency review used in a video production project. The instructional staff also evaluate the new program, with their overall reactions to curriculum, instructional activities, assessment, appropriateness of community projects, participant selection, and administration, among others. Such an evaluation is included within the *Program Evaluation* forms.

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SUBSIDIZED EMPLOYMENT TRAINING

Case Study #3

The New York State Department of Labor's Progressive Adolescent Vocational Exploration (PAVE) program is designed to meet the needs of economically disadvantaged in-school youth ages 14-21, with special emphasis on 15 to 18 year-olds. This is accomplished through the use of an experience-based career education model offered at varied reading levels to accommodate the needs of the participants, along with field visits and appropriate individualized vocational exploration opportunities with private and public sector employees. PAVE seeks to:

--Expand career awareness

--Prevent dropout

--Develop foundation skills and competencies

--Provide alternative career paths especially for those youth interested in apprenticeship, entrepreneurship, and post-secondary education

As an early intervention strategy to encourage school retention and address the systemic problems confronting "high risk" youth, PAVE targets in-school youth who are economically disadvantaged and one or more of the following:

--are underachieving
--are truants
--are potential dropouts with special needs for support to continue in school
--are in need of extraordinary support due to environmental, economic, or personal circumstances

Qualifying students engage in a number of activities during this two-year program. During the first year, students participate in a weekly minimum of six hours of paid activities, which are regularly scheduled, PAVE-programmed classroom activities, including career exploration. Students are also expected to participate in unpaid counseling hours and scheduled social activities. Individual and group counseling as well as assistance with support resources are essential components of this program. Other activities, such as tutoring and/or life, basic and pre-employment skills, take place on weekends and holidays.

During the summer, weekly activities expand to include ten hours of classroom career skills development activities, ten hours of vocational exploration activities, and four hours of individual/group counseling activities. Minimum enrollment for summer activities is six weeks, more if resources allow.

The second year of the program focuses on various paths or options as identified by the participant to pursue, with reinforcement of some year-one activities as needed. Once youth, in concert with their classroom experience and field trip exposure, are able to refine their individual plans, they are placed at various private and public vocational exploration sites in the community.

Many experiential activities take place during the course of the program. These activities include, but are not limited, to:

--vocational exploration
--career awareness (guest speakers, tours, individual and group worksite observation)
--basic skills instruction
--work maturity instruction
--pre-employment skills
--life skills
--academic development activities (up to one unit of academic credit may be available to qualifying participants for their involvement and performance in the program)
--cultural diversity
--conflict resolution
--community service
--computer-assisted training/interactive training
--supportive services

Quarterly benchmarking of student progress throughout the program year helps to ensure that participants achieve real success. Required of all participants, quarterly benchmarking is based on academic and skills development:

--reading
--math
--locus of control
--school retention
--job-seeking skills
--career decision making
--apprenticeship training
--participant retention in the program

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SUBSIDIZED EMPLOYMENT TRAINING

Case Study #4

A sister program to PAVE, New York State Department of Labor's Adolescent Vocational Exploration (AVE) program targets youth ages 14 to 15, but includes youth up to age 17. Again reaching out to disadvantaged families, this program is a combined private/public sector career education program for youth "at-risk" of becoming school dropouts, unemployed young adults or youthful offenders.

AVE is a one-year program that provides an opportunity for youth to learn what skills and attitudes will be needed to be employable, the importance of the formal preparation school provides, and to have first-hand structured work experiences with jobs and role models in their local communities. These outcomes are achieved through a variety of program components (involvement in and completion of which may result in the awarding of up to one unit of academic credit to qualifying participants):

> --A minimum of six hours of participation per average week during the school year is required. Counseling, tutoring, life, basic and preemployment skills, and other such activities also take place on weekends and holidays.
>
> --Vocational and career exploration is provided in a number of ways: guest speakers, tours, and individual and group worksite observation. Field visits take place regularly. These visits are arranged by a Field Placement Coordinator. After exposure to multiple worksites and in concert with their classroom experience, youth are placed at various private and public vocational exploration sites in the community.
>
> --After the initial five weeks of classroom training, field visits, and student record/individual plans, students receive postassessments, in-depth counseling, and follow-up planning. Youth are also tested to assess gains in career awareness. During the course of the program, students pursue the expansion of their individual plans into long-term plans for achieving career goals.
>
> --Weekly activity during the summer includes ten hours of classroom career skills development activities, ten hours of vocational exploration activities, and four hours of individual/group counseling activities. The field placement coordinator develops a vocational and career exploration resource book during the summer so that exploration sites can be utilized during the school year, if appropriate.

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Youth-run Enterprises

Purpose:

Youth-run enterprises are actual workplaces created to give youth employment and management experience while producing and marketing goods and services for sale within the community. An adult advisor is available for consultation but the young people are responsible for operating the business.

Program Activities:

Activities for youth-run enterprises are as varied as those in a business operated by adults. Some of these enterprises are long-term and stable, recruiting new employees, interviewing, training, and supervising. In these cases, there is usually a sponsoring agency that helps maintain stability as employees change with the school year.

In implementing youth-run enterprises, the first step is identifying a community service or product which is needed. Students make all the final decisions with advice from the adult supervisor. Planning all phases of the enterprise including operation, marketing, and evaluation is involved. For students, the activity is a significant time commitment requiring responsibility, decision making, and energy.

If the youth-run enterprise is a long-term one, the new employees gradually assume greater responsibilities and are, eventually, able to take over more complex roles, such as managing, accounting, hiring, and training. Youth Scoops, sponsored by Ben & Jerry's Ice Cream in Ithaca, New York, is an example of such an operation. Alternatively, program activities may include a short-term project such as noisemakers for football games personalized with the school's logo and colors. Many of the same skills are involved, but the project requires less time commitment from the young people and less adult supervision from the school district or other sponsoring agency. Sometimes, youth-run enterprises operate within an existing institution such as a store within a school district. Another even less intense youth-run enterprise activity is to have some students involved with the planning, but not actually carry out the work activities. Thus, the process and complexity of planning a business can be appreciated for the students' own career development.

The connecting activities and in-school component vary with the intensity of the program. Certainly, business skills, planning, and community analysis can be integrated into the curriculum of several academic areas, preparing students for the responsibility of operating a business.

Program Scheduling Structure:

The impact on the scheduling of youth-run enterprises depends upon the intensity. For an established business, youth will have to commit significant time so accommodation will have to be made. After school, holidays, vacations, and weekends are all options as well. Greater flexibility can be found when youth-run enterprises are sponsored by other institutions such as youth organizations, local businesses, or the Chamber of Commerce.

Grade Level:

While, conceivably, youth-run enterprises can be appropriate at any grade level, significant efforts should be reserved for middle and high school students. Longer term enterprises are appropriate for 11th- and 12th-graders.

Length of Program:

Both short- and long-term projects have been successful. Time varies from a few weeks to years.

Staffing Requirements:

Youth-run enterprises require an adult teacher or advisor with the experience required to assist students with the technical aspects of business operations. If the enterprise is an established one, the sponsor may also provide some adult supervision.

Anticipated Student Outcomes:

--Gain an appreciation of the complex processes involved in operating a business.
--Design a business utilizing own interests, skills, and assets.
--Acquire job skills related to the enterprise.

Is the program credit-bearing for participating students?

Carnegie units would be granted in the traditional formula for academic classes which relate to the planning and business skills. In some school-sponsored programs, starting a new business with its attendant time commitment and risks often takes the form of a class offered for academic credit.

Regulations governing program design and implementation:

Labor law: The applicability of volunteer versus paid employment is at issue here. If the students are receiving pay for their work, then all Federal and New York State labor law and regulations pertaining to employment, particularly laws governing the employment of minors, must be followed.

Education requirements: When designing a curriculum and planning instruction, the elements of a youth-run enterprise need to be integrated within structured school-based learning opportunities. Curriculum approved through the participating school district must be secured for school-sponsored youth-run enterprises.

Safety and health: In addition to adhering to OSHA and EPA regulations, students also receive instruction on health and job safety as part of their related instruction in the classroom.

Insurance and liability: A clear statement of respective school and worksite responsibilities should be set in writing. If the workplace is considered an extension of the classroom, students are covered under the school's insurance policy. Otherwise, Workers' Compensation provides payment for necessary medical care and benefits to an employee disabled by injury or illness caused at the worksite.

Support services for individuals with disabilities All Federal and State regulations, policies, and guidelines (such as the *Americans with Disabilities Act*) apply at both the school and worksite. All students, including those with disabilities, should be provided appropriate accommodations to enable them to participate.

Marketing Strategies:

Administration and Board of Education: Administrative support for district involvement in youth-run enterprises is required for both scheduling and financial issues. Communities tend to be very encouraging of such enterprises so gaining support should not be difficult. Soliciting their involvement can occur through meetings, fact sheets, open houses, etc.

Faculty: Teachers need to be informed about the program for support and participation. Support can generally be counted on when efforts expand resources available for all students. Teachers involved in personal, entrepreneurial endeavors should be recruited to serve in a mentoring and resource capacity.

Community and Business/Industry: Identifying a group project that is engaging to youth, useful to the community, and feasible within the education environment is a big challenge. Contacts can be made in a variety of ways through networking with colleagues, parents, students, Chambers of Commerce, Lions, Rotary, and other service clubs, community-based organizations, among others. Again, community entities tend to be very supportive of such efforts.

Students: Young people are usually more than willing to participate in entrepreneurial activities although conflicts often exist with sports, clubs, and other after-school activities. Their enthusiasm, energy, and good will facilitate the marketing of a business venture. Many feel that "word of mouth" works best for student recruitment. Possible examples include: student testimonials over the loudspeaker system; written testimonials online (if available); brochures quoting students; and letters to parents citing students' experiences.

Financial Requirements:

--***Operating costs*** include possible site for business operations, program materials, planning time, and additional adult supervisory staff time.

--***Sources of funding*** can include monies from a variety of sources such as the school district, sponsoring businesses, Small Business Administration, JTPA, summer youth employment funding, school-to-work opportunity planning and implementation grants, other grants, the participating worksites, area foundations, etc.

--***Transportation***, if provided by the school, includes actual and potential liability costs as well as accessible transportation accommodations for students with disabilities. Students may also elect to provide their own transportation.

Program Development Requirements:

Staff recruitment for the adult advisor or supervisor is most critical to these entrepreneurial activities. This advisory role requires a unique individual who is willing to give students "lots of space" for planning and subsequently operating a business while enforcing limits when necessary. Recruitment also depends upon the sponsoring agency for the youth-run enterprise. If a school district is sponsoring an entrepreneurial activity, existing staff will be responsible for the integration of business planning and operation skills within appropriate academic curriculum. If the program is to be a more intensive entrepreneurship course, additional instructional and planning time will be necessary.

Staff development for teachers facilitates skill development in enhancing the integration of entrepreneurial skills within the academic curriculum and the design of instructional activities to focus students on developing a business plan, analyzing community needs, and designing businesses to fulfill those needs.

Curriculum Development involves integrating entrepreneurial and planning skills, and business operation knowledges and behaviors into the classroom portion of the school-based system component. Extensive curriculum development will be required for school-sponsored youth-run enterprise programs.

Resource identification is a task of both the school district and the sponsoring agency. Resources include business and industry, parents, other educational institutions like postsecondary and libraries, community-based organizations, service clubs, and local government. Resource identification for a school-to-work opportunities system occurs through the work of the local partnership.

Assessment Requirements:

Students: Depending upon the age of the students, logs, questionnaires, sample projects, business plans and portfolios can demonstrate progress and mastery of desired outcomes for the entrepreneurial experience. Teacher evaluations can be included in the student portfolio.

Program: Both formative and summative evaluations should be in place for the sponsoring agency. Formative evaluation measures the progress or extent to which the program is achieving the desired outcomes. Is the program being implemented on schedule? What difficulties or barriers have been encountered? What changes in the program structure have been made to accommodate these barriers? How do the young people feel about their experiences? How are they doing academically? Are they more interested in their work? A summative evaluation measures the overall success of the program. How many students participated in the program compared to the anticipated number? How did the students do? Were they satisfied with the program? How does the sponsoring agency feel about the program? How about the teachers?

YOUTH-RUN ENTERPRISE

Case Study #1

The Entrepreneurial Assistance Program (EAP) is located in the Business and Industry Department of the Orange-Ulster BOCES. Its purpose is to assist women, minorities, and dislocated workers in both the rural and urban areas of these two counties in starting and developing small businesses.

Program activities include 60 hours of classroom training and 30 hours of counseling/ mentoring. The classroom training consists of seminars and round-table sessions addressing goal-setting; understanding ways of starting a business; common business plan mistakes and goal review; start-up costs; identification of six forms of businesses; cash management and cash flow concepts; basic accounting and record keeping; marketing; advertising; operating expenses, taxes, and sales forecasting; sales and cash receipt journals; promotion; selling; developing a banking relationship; insurance requirements; and networking.

The major student outcome of the program is a successful business start-up. Through this program's efforts, a workable professional business plan is developed to set the stage for entrepreneurial success.

Courses are scheduled on a semester basis at three locations in Newburgh, Goshen, and Port Jervis. Staffing includes a program manager, a clerk-typist, instructors, and volunteers from the Service Corps of Retired Executives (SCORE). The program employees are either SED-certified or in Civil Service positions. Ninety-two students were enrolled in 1994-95 and received six continuing education units for program completion.

Education requirements state that students must read and write at a minimum of 8th-grade level, though 12th grade level is preferred. There are support services for individuals with disabilities as there is ADA accessibility to classrooms.

The EAP is marketed by administrators speaking at community organization meetings like the Chamber of Commerce and the Rotary. Thus, referrals are received from business and industry organizations. The program is marketed to students in BOCES newsletters. Faculty, also, assist with recruitment.

The operating budget includes administrative and instructional costs and modest equipment, supplies and materials, and advertising costs. Among the sources of funding are Department of Economic Development (DED), SED, VESID, Private Industry Council (PIC), and tuition. Students supply their own transportation with autos or public transit.

The DED provides technical assistance in staff development and program evaluation. Students are interviewed to assess progress and satisfaction with the program. Resources include Grants Alert, SCORE, the Entrepreneurial Support Center (ESC), and the Business Incubator Center (TBIC).

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YOUTH-RUN ENTERPRISE

Case Study #2

The Junior Achievement (JA) Company Program is a hands-on opportunity for students to experience the business world. Under this program, students organize into small companies that are either corporations or partnerships. These companies must produce a product or perform a service (without the use of power tools). Company activities include:

--electing officers

--choosing a product

--buying materials

--keeping records

--selling stock for capital

--manufacturing and marketing the product

--paying dividends to stockholders

--liquidating the company at the close of the semester

At least ten students are required to charter a Junior Achievement company. Chartering a bank calls for five students. Business centers are owned or rented by Junior Achievement, schools, counseling firms, or other insurer-approved facilities.

Targeted for 9th-12th graders, the Company Program takes place in the evening or after school hours. Alternatively, students can participate during school hours in vocational/ industrial technology courses that apply business principles, or during other programs focusing on the school-to-work transition. The program runs from 15 to 25 weeks, with a minimum of 30 hours necessary.

Materials, training, and support are provided to the students by both JA staff and experienced advisers. Teams of advisers (volunteers) help students organize and operate companies. The advisers oversee weekly activities of the companies, and may need to transport students. Advisers must understand their commitment to the program: once a week after-school or in the evening for 15 weeks or longer. At least one adviser must attend every Company meeting.

Junior Achievement values the contributions of advisers from various backgrounds, reflecting the diversity of their communities. Such advisers can include volunteer adults from the business community (minimum two per company) and college students (who serve as associate advisers). A teacher in an in-school co-curricular company may serve as one adviser.

All new advisers must attend Junior Achievement orientation, provided by JA staff and experienced advisers. Training for experienced advisers should be provided as materials are updated and revised. Providing support and maintaining regular contact with advisers is important to the success of the Company Program. JA staff should visit each company during its operation. They also should maintain phone contact with both new and experienced advisers. The Junior Achievement, Inc. copyrighted Company Program Kit, required of all companies, includes the following materials:

--company manuals

--adviser manuals

--sales order books

--record systems

--stock

--sales and production charts

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Cooperative Education and Paid Internships

Purpose:

Through an integrated program of paid, supervised job experience and related classroom instruction, students learn and perform skills related to their occupational majors. Programs can foster further development of skills learned in occupational courses or provide job experience in unique career areas for which the school offers no courses. Although variations of cooperative education exist, the most common cooperative education program in the United States is the Cooperative Occupational Education Program (CO-OP).

A sister program to CO-OP is the paid internship, in which students work for employers to learn about particular industries or occupations. Clinicals are a form of paid internship usually associated with health occupations.

Two variations to the CO-OP are the General Education Work Experience Program (GEWEP) and the federally sponsored Work Experience and Career Exploration Program (WECEP). These two programs afford academic/general education students, in schools that do not have traditional Occupational Education programs, the opportunity to develop useful work-based skills, competencies, and attitudes and earn work experience elective credit toward graduation requirements.

Program Activities:

Students participating in cooperative education are employed in an occupation related to the student's occupational studies. The student's job experience takes place according to his or her training plan. This training plan is attached to a written training agreement signed by a school representative, employer, student, and parent/guardian.

CO-OP students, also, attend classes providing instruction related to the world of work: orientation, career development and transition planning, job search strategies, health and job safety, human relations, success on the job, career communications, legal responsibilities, leadership development, and money management.

When specific occupational courses are not available in the school, a diversified cooperative occupational education program can be organized. In such a program, students from several different occupational education areas unite under the supervision of diversified cooperative occupational education coordinators who maintain contact with on-the-job supervisors.

Again, students in paid internships are employed in an occupation related to their occupational studies. Under the guidance of a mentor, they undertake a special project, sample tasks from different jobs, or tasks from a single occupation.

GEWEP and WECEP have activities similar to those outlined above for CO-OP students. GEWEP and WECEP are ideal programs for students who desire an exploratory work experience opportunity in business/industry and who could benefit from an alternative method of instruction.

Program Scheduling Structure:

The foremost consideration in program scheduling is the students' interests and occupational education needs. The scheduling structure should be defined as early in the planning process as possible to avoid conflicts between completing necessary academic subjects and participating in cooperative programs or paid internships. For example, the student's school schedule should permit late arrival following morning work or early dismissal for afternoon work.

For larger CO-OP, GEWEP, WECEP groups or paid internships, the scheduling structure might involve scheduling alternate days, weeks, or months. In other words, two students are placed at one site. While one student is working at the job site, the other is attending class. This type of scheduling not only provides more flexibility for students, but also a feeling of responsibility to employers.

Grade Level:

Generally, students in 11th and 12th grades who are enrolled in or have completed an occupational education program participate in CO-OP programs. Eleventh and twelfth grade students, in schools that do not have occupational education programs, may participate in GEWEP programs. Placement depends on the student's age and maturity, desire to participate in a part-time work experience, attitude toward work, and willingness to meet employer demands. Younger students who meet the minimum age for part-time job placement can be placed if such participation will encourage the student's further learning. The minimum age for part-time job placement is 16, except in the agricultural industry, which requires a 14-year minimum age. WECEP programs are open to students, age 14 to 15, who have been identified according to defined eligibility criteria as being able to benefit from the program.

Length of Program:

Generally the program runs the course of the school year, although some employment may require students to work during the summer months. All work, including summertime, must have proper school supervision for credit to be granted.

Staffing Requirements:

The coordinator of a program plays a variety of roles including:

--competent teacher, planning and presenting related instruction to students

--public relations person, explaining and publicizing the program in the school and in the community

--counselor, guiding students and dealing with educational, social, occupational, and personal problems

--administrator, keeping records and arranging schedules

--evaluator, tracking and assessing student progress and program effectiveness

The number of coordinators that a program needs will be determined by many factors, such as the number of trainees participating, number and diversity of occupations involved, and availability of secretarial assistance. For a more comprehensive list, please see *Cooperative Occupational Education Handbook* and the *General Education Work Experience Programs Guidelines* available from the Occupational Education Testing, Curriculum and Training Team of NYSED's Office of Workforce Preparation at (518) 474-5506. Whatever the size of the program, a good rule of thumb for the coordination of on-the-job training with classroom instruction is at least 1/2 hour per student per week.

Anticipated Student Outcomes:

--Apply and augment classroom skills and knowledges.

--Gain occupational competency in the area of the student's career major.

--Develop personal initiative, learn to work with others, and recognize the importance of appropriate attitude and behavior for the occupation.

Is the program credit-bearing for participating students?

Credit is awarded to CO-OP students for both on-the-job supervised work experience and for related instruction. A 1/2 unit of credit is awarded for 150 hours of on-the-job work; a full credit is awarded for 300 hours. The maximum allowable graduation credits that can be awarded for work experience is two units (or 600 hours). One unit can be used toward any five-unit occupational education sequence and one unit could be used toward local elective credit. One exception is in a State-approved five-unit Diversified Cooperative Occupational Education Sequence -- two units of CO-OP may be used in this particular sequence.

To receive credit for related instruction, CO-OP students must complete at least 54 hours per year of related instruction (the instruction should be related to their occupational area, e.g., business education instruction for a student placed in an office occupation):

--54 hours of instructional hours per year = 1/2 credit

--108 hours of instructional hours per year = 1 credit

--162 hours of instructional hours per year = 1-1/2 credits

--216 hours of instructional hours per year = 2 credits

The main difference between CO-OP programs and paid internships lies in the award of credit, since students completing paid internships generally receive credit for work experience and classroom instruction as a unit that is part of the curriculum.

GEWEP and WECEP students may earn from 1/2 (for 150 hours of work experience) to two units of credit (for 600 hours of work experience) toward graduation requirements. Students must also complete a minimum of one period per week of Related Classroom Instruction (suggested content outline is contained in the *General Education Work Experience Programs Guidelines* obtained from the NYS Education Department).

Regulations governing program design and implementation:

Labor law: Students are placed and monitored at their worksite according to the NYS Labor Law for Minors and the NYS Minimum Wage Law and Minimum Wage Orders. Generally, 16 and 17 year-old students are allowed to work a maximum of six hours per day in conjunction with the program and 28 hours per week when school is in session. When school is not in session (closed) for the entire week, the maximum number of hours is eight per day, 48 per week. Employment may not interfere with schooling, health, and well-being of minors. Additionally, 14 and 15 year-old students, in approved work-study programs, may work 23 hours per week while school is in session.

Educational requirements NYS requires all students between 6 and 16 years of age to attend school 180 days per year. Students are considered attending when they work a half day in cooperative status. All CO-OP, GEWEP, and WECEP programs must be registered with the New York State Education Department (NYSED).

Safety and health: Students receive instruction on health and job safety as part of their related instruction in the classroom and from the employer at the worksite. Safety training instruction completed by each student should be recorded and considered as legal records.

Insurance and liability: Workers' Compensation provides payment for necessary medical care and benefits to an employee disabled by injury or illness caused at work. Students must be placed with employers who carry Workers' Compensation. Double compensation benefits must be paid for those under age 18 if the employer is in violation of the Labor Law or of an Industrial Code rule.

Support services for individuals with disabilities: Employers agree to accept, assign, and treat students without regard to religion, creed, disability, marital status, veteran status, national origin, race, gender, or sexual orientation. Students with special needs must receive the appropriate additional support necessary for them to participate fully in cooperative education programs and in paid internships, as mandated in the ADA.

Legal considerations: The following documents are needed for program operation:

--parental permission form

--Memorandum of Agreement signed by employer

--working papers for students

--Social Security number and proof of U.S. citizenship

--driver's license (when needed)

Teacher certification: The CO-OP coordinator is licensed by the New York State Education Department to operate a credit-bearing Cooperative Occupational Program. Diversified teacher-coordinators require additional certification, as stated in the *Cooperative Occupational Education Handbook.*

GEWEP and WECEP coordinators must be certified teachers or guidance counselors with sufficient release time to coordinate the various components of the programs (e.g., placement of students, training plan development, job-site visitations, related classroom instruction, evaluations). Actual certification requirements may be found in the *General Education Work Experience Program Guidelines.*

Marketing Strategies:

Administration: The CO-OP, paid internship program, GEWEP, and WECEP cannot be launched without the approval and support from the Superintendent, Building Principal, and Department Chairperson. All key administrators should be involved in the Advisory Committee guiding the CO-OP program.

As the program proceeds, all administration should be kept apprised of the progress and success stories of the students. The benefits of occupational cooperative education, paid internships, GEWEP, and WECEP can be made clear through periodic statistical and written narrative reports and by observing students at their worksites, in the classroom, and at student organization functions.

Faculty: Again, faculty must be made aware of program goals, student progress, learning outcomes, and the results of follow-up studies. The coordinator should point out to the faculty how their contributions have enhanced the students' experiences. Faculty's sense of involvement can also be heightened by arranging faculty field trips to business and industry locations.

Business/Industry: After announcing the creation of the program to local business owners, the coordinator should secure their assistance in designing the program. Businesses should be invited to participate in the Advisory Committee and to visit the school.

Personal contacts between the coordinator and local business owners are ideal opportunities for promoting the program to the business world. Coordinators should plan on attending business group meetings, such as the local Chamber of Commerce, to describe the benefits of working with the school to develop good potential employees. To further positive working relationships, employers who have participated should receive some form of public recognition, such as certificates, banquets, thank-you letters, or media coverage.

Students and parents: The first step in recruiting students is to make a general announcement about the program's goals and activities to the students. The coordinator could make this announcement in homerooms or during assembly talks and presentations. As the program operates, participating students and recent graduates could also make presentations, both in-school to other students and at Parent/Teacher Association (PTA) meetings to parents. Participating students can also produce school window displays, using some of the products or tools they use at their worksite. The value of involving participating students in marketing campaigns cannot be overstressed.

Another marketing strategy useful for recruiting both students and parents is publicity in local newspapers, in the school newsletter, on bulletin boards in the community, and on local radio and television programs. Pamphlets, brochures, questionnaires, and application blanks can be developed and distributed throughout the community, perhaps at a Career Information Day held at the school.

A more one-on-one approach is to conduct personal interviews with prospective students not working as well as prospective students working part-time. Interviews could also take place during home visits with parents. Teachers should be encouraged to make recommendations about the various work experience programs to individual students.

Financial Requirements:

Operating costs include compensation for adequate staff (year-round coordinator and support staff), facilities (office space and equipment), instructional materials (classroom space, textbooks, etc.) and professional enrichment. Funding for other program operation materials, such as brochures, business cards, certificates, etc., is also needed.

Sources of funding may include monies from a variety of sources and should be confirmed through the Office of Workforce Preparation and Continuing Education (OWPCE) of the New York State Education Department.

Transportation costs include a travel allowance for coordination activities. School districts may choose to assign a school-owned vehicle to the coordinator rather than provide a mileage allowance. If transportation is to be provided to the students by the school, additional funding must be added to the budget and accessible transportation must be provided for students with disabilities.

Program Development Requirements

Staff recruitment: A certified coordinator (as explained under Teacher Certification) is needed to operate the program. In selecting a coordinator, ideal candidates possess the personal qualities of tact and patience, administrative ability, enthusiasm, resourcefulness, and professionalism. Additional teachers may also be needed to teach the related instruction.

The coordinator seeks out employers to participate based on certain criteria including:

--Will the establishment provide training and not just work?

--Is the employer sincerely interested in cooperative education?

--Is the employer able and willing to provide a sufficient number of hours of profitable training?

--Will the student be trained under desirable working conditions?

--Will the students be supervised by a competent person on the job?

For a more comprehensive list, see the *Cooperative Occupational Education Handbook* and the *General Education Work Experience Programs Guidelines* obtainable from NYS Education Department.

Staff development and business/industry technical assistance: The coordinator must have expertise in career planning, identifying worksites, job coaching, and performance appraisal. Professional development of the coordinator regarding career planning expertise should be encouraged and supported by the administration. Coordinators should join professional organizations, such as the Work Experience Coordinators' Association (WECA), which conducts monthly meetings.

Before the program begins, an advisory board composed of representatives from business and industry, trade groups, and various civic organizations must be established. The advisory board should be large enough to represent the community, but small enough to get things done. The advisory board not only promotes community understanding by publicizing the program, but can, also, be a source of technical assistance. All employers must be thoroughly informed of their responsibilities if they are to serve as host worksites.

Curriculum development: The classroom curriculum must be developed initially, and, then, continually updated. During these processes, the curriculum should be shared with the Advisory Board to garner its members' input. The following sequence of activities should be followed in developing units and lessons:

--Analysis of the job - describing each activity a person performs on-the-job

--Analysis of the learner and environment - gathering information about society, culture, values, and the individual

--Specifications of knowledge, skills, and attitudes - listing all tasks for each job and classifying them in relation to importance, learning difficulty, and frequency of performance

--Determination of specific objectives of the course, unit, and lesson - stating objectives in specific, pertinent, attainable, measurable, and operational terms

. ***Resource identification:*** Detailed information about program administration, program organization, and program operation can be found in the *Cooperative Occupational Education Handbook* and the *General Education Work Experience Programs Guidelines.* WECA of New York State provides resources, literature, a newsletter, workshops, and an annual conference. The Advisory Board will also be able to provide resources.

Assessment Requirements:

Students: Student performance is evaluated by both the coordinator and the employer in a series of visits and counseling. The frequency and length of the coordinator's visits depend on the objectives and needs of the student. During the visit, the coordinator obtains the employer's evaluation of the student. Student performance is evaluated in behavioral terms consistent with New York State guidelines, the course unit, lesson objectives, and job conditions. Evaluation forms and on-the-job training outlines should be prepared to facilitate this process.

Another form of assessment asks students to record their work experiences in a journal and/or to prepare an in-depth report on "all aspects of the industry."

Program: The CO-OP Program is continuously evaluated by the Advisory Board. Additionally, input on program operation should be sought from businesses, school administrators, faculty, parents, and students.

A form or forum should be established to gather data which is often required by school districts. This may include records of enrolled students' names, addresses, placement locations, training agreements/plans, time/salary records, and coordinators' visitation reports.

COOPERATIVE EDUCATION

Case Study #1

The Cooperative Work Experience Program of Smithtown High School is an academic program that offers 11th and 12th grade students the opportunity to integrate classroom learning with paid practical hands-on experience in the major field of study. Students can learn about a variety of industries:

retail/sales
health care
hotel/restaurant
electronics/computers
preschool/nursery education
warehouse/distribution/manufacturing
automotive/construction trades/graphic arts/landscaping
business: office, banking, insurance, law, accounting, real estate, medical

Students participating in the Cooperative Work Experience Program are employed for 300-600 hours at a training site related to one of the above career goals. (Students may also choose to seek New York State Apprenticeship Training certification for the hours devoted to on-the-job training.) Students receive 1/2 credit for 150 hours of employment; 1 credit for 300 hours; 1.5 credits for 450 hours; capping at a maximum of 2 credits for 600 hours of employment.

Some of the local employers who have hired CO-OP students are Liberty Mutual Insurance, Smithtown Library, J.C. Penney, Georgetown Motors, and the Radisson Hotel. Students report to their worksites after their last class period, which ends at 12 noon or later.

Students attend school for six to nine periods of classes each day. As part of the CO-OP experience, students attend the World of Work class 180 days per year. World of Work offers instruction on preparing for work, succeeding in the job, career planning, and managing money. Upon completion of the CO-OP class work experience, students have prepared a career portfolio which includes: resume, career plan, competency certificates, letters of recommendation, and performance appraisals.

In addition to the career portfolio, students are expected to achieve certain academic, personal, and social goals. Specifically, the anticipated student outcomes are:

Academic:

--Students achieve a grade point average of 2.00 or higher while enrolled in the CO-OP program

--Students complete related occupational courses while enrolled

Personal:

- --Students enhance self-confidence and self-esteem while enrolled in the program

- --Students develop decision-making skills to be used in making career decisions and succeeding in the world of work

Social:

- --Students learn how to work with diverse groups of people
- --Students become team players
- --Students learn to become sensitive to the needs of others

Performance evaluation of all students enrolled in the program (approximately 100), as well as initial placement of students, is the responsibility of the CO-OP Coordinator. Various forms, including a performance evaluation, have been developed to facilitate the management of this program; see *Parent/Guardian Forms, Employer Agreements, Student Entry, Workplace Assignments*, and *Student Assessment* in the forms section of this guide. Licensed by the NYSED to operate a credit-bearing Cooperative Occupational Program, the CO-OP Coordinator also teaches two periods of the World of Work class. Additionally, the coordinator is responsible for the coordination of the Industry Advisory Board.

The Industry Advisory Board meets five times during the school year to strengthen the tie between the school and local business. It is composed of representatives from the business, government, parental, and educational communities. Five committees within the Board provide input to the group: Public Awareness, Technology and Math/Science, Technology and the Humanities, School of Business, and Career Development and Guidance.

With the assistance of the Industry Advisory Board and under the guidance of the CO-OP Coordinator, the Cooperative Work Experience Program of Smithtown High School:

- --Equips students with employability skills, career awareness, and the framework to make mature decisions about future education and employment

- --Encourages students to develop positive self-esteem, respect for others, and the motivation to strive for excellence

- --Provides students with one or more on-the-job experiences that will open doors for future opportunities

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DIVERSIFIED COOPERATIVE OCCUPATIONAL PROGRAM

Case Study #2

The Rochester City School District offers many types of work-based learning to its students, one of which being the Diversified Occupational Cooperative Program (DOCP). The primary purpose of this ten month program is to provide eligible youth with unsubsidized, paid employment experience. Additionally, the program seeks to:

--assist students in the transition from school to employment

--provide an additional income to offset family expenses

--allow students to experience employment in their current area of occupational interest

--experience the relevance of their education to employment

Generally, students are provided with an early dismissal and proceed from school to their employment site. For the majority of DOCP students, early dismissal from school is approximately 11:30 a.m. This allows sufficient time for the student to eat lunch and travel to the worksite prior to commencing work at 12:30 or 1:00. (If students work in the early evening, school scheduling is not a consideration.)

Average enrollment per year in DOCP is 250 students, which is approximately five percent of the secondary population. Since the number of credits that the student has accumulated toward graduation is a consideration, most participants in the program are in at least the 11th grade. The ideal student-teacher ratio is not more than 50 students per DOCP teacher. A DOCP-certified teacher may CO-OP students in any occupation, whereas an occupational teacher may CO-OP students in his/her area of occupational certification only.

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Apprenticeship

Purpose:

Apprenticeships are learning opportunities in which students learn by working with experienced practitioners and through classroom instruction. Generally working one-on-one with the practitioner, students master increasingly challenging tasks at the worksite. In the classroom, they obtain the academic skills and fundamental principles of their occupations. Apprentices acquire academic, personal, social, and technical competencies, often qualifying for certification.

Program Activities:

Prior to registering in an apprenticeship, students often devote time to career exploration activities, such as job shadowing, to determine their career of choice. Students might rotate through a variety of departments and assignments to learn all aspects of many different industries including health care, electronics, and specialty machining. Once students have determined what they wish to pursue, they proceed to register in an apprenticeship (typically by the end of their junior year of high school).

Registered apprenticeship programs follow strict guidelines as to the types of training and amount of training time the apprentice receives. Students learn all aspects of skilled occupations from an experienced practitioner, or journeyman, while, also, receiving a minimum number of hours of related instruction from local school districts, BOCES, community colleges or Joint Apprentice Training Councils (JATCs). Apprentices work part-time during high school; upon graduation, students work full-time. Upon completion of registered apprenticeships, students possess a certificate and skills that enable them to assume an entry-level position in that career in any place in the country.

Program Scheduling Structure:

Youth apprenticeships require that school schedules be developed so as to allow students to engage in worksite activities for part of the day or a minimum number of hours per day.

There are generally no considerations when scheduling apprenticeships for adults, other than that a minimum number of hours of related instruction must be completed. Many occupations require a minimum of 144 hours of related instruction per year; others require up to 216 hours.

Grade Level:

Apprenticeships are available to high school juniors and seniors as well as to adults. For apprentices of high school age, such training is often referred to as youth apprenticeships.

Length of Program:

Registered apprenticeships are typically multiyear programs, ranging from as short as one year or as long as six years -- depending on the occupation. Most occupations require four years of apprenticeship.

Staffing Requirements:

A project coordinator is responsible for building and supporting partnerships (including forming an advisory committee and recruiting partners), managing and developing the apprenticeship system, and coordinating partnership and apprenticeship system development with other programs. Depending on the size of the project, a project assistant is responsible for computer support and office operations.

Staffing for registered apprenticeships is the domain of the Federal or State Department of Labor (DOL) for on-the-job monitoring and of the New York State Education Department (SED) for monitoring of related instruction. SED assigns a Designated Local Education Agent (DLEA) for particular counties.

Anticipated Student Outcomes:

--Learn and apply skills and knowledges related to apprenticeship type

--Complete a culminating project demonstrating work proficiency

--Acquire personal and social competencies identified by employers as critical

--Provide for a seamless transition into a full-time apprenticeship program (in the case of youth apprenticeships)

--Receive a Completion Certificate, also known as *Journeyman's Papers*

Is the program credit-bearing for participating students?

Students receive academic credit for completion of youth apprenticeships. Apprentices record the length of time on task for all areas outlined in their apprenticeship agreement. If the apprentice changes employers, the documented previous experience might be credited by the new employer. Related instruction is tabulated by clock hours. College credit courses are converted to clock hours per SED policy of 24 clock hours per credit hour.

Regulations governing program design and implementation:

Labor law: Federal and NYS Labor Law and regulations pertaining to employment must be followed.

Educational requirements: Youth apprenticeships require a NYS Department of Education Regents Waiver. All apprenticeships must be registered with the U.S. DOL's Bureau of Apprenticeship and Training or with an approved New York State apprenticeship agency. Minimum educational requirements for entry into an apprenticeship are the purview of the employer. Minimum educational requirements for completion of an apprenticeship are the purview of the DLEA and the NYSED.

Safety and health: In addition to adhering to OSHA and EPA regulations, students should also receive instruction on health and job safety as part of their related instruction in the classroom and from the employer at the worksite.

Insurance and liability: Youth apprentices are covered under school insurance. Additionally, it is in the best interests of an employer to provide Workers' Compensation to working students being paid wages by the employer since this ensures that all injuries incurred on the job would then fall under Workers' Compensation law and prevent third party lawsuits against the employer. Any time a student is paid wages from a company or industry in which he/she is working, it is the company's responsibility to provide Workers' Compensation benefits.

Support services for individuals with disabilities All students, including those with disabilities, should be provided appropriate accommodations to enable them to participate. All employers should adhere to the policies and guidelines stated within the Americans with Disabilities Act.

Marketing Strategies:

Administration: A steering committee must be established to start up the youth apprenticeship program. This steering committee should include representatives from business, local government, parents, and, perhaps most importantly, administration and faculty of the school. The youth apprenticeship program cannot be launched without the approval and support from key decisionmakers in the school district.

Upon implementation of the program, the steering committee serves as an advisory committee. As the program proceeds, all administration should be kept apprised of the progress and success stories of the students. The benefits of the apprenticeship program can be made clear through periodic statistical and written narrative reports and by observing students at their worksites, in the classroom, and at student organization functions.

***Faculty*:** During the start-up phase, it is important that teachers be represented on subcommittees that develop the program. Summer grants are available to support work to be accomplished during nonteaching times, such as during the summer break.

Faculty can be kept abreast of the program through school newsletters, senior project exhibitions, meetings, mailings, media coverage, and school board communications. Faculty involvement can also be increased by shadowing opportunities, staff development sessions, and ceremonies recognizing their contributions to the program. Furthermore, using faculty for mentoring can provide an excellent support service for youth apprentices.

Business/Industry: The coordinator of a youth apprenticeship program can engage prospective employers by explaining the benefits of participating in the program:

--young people quickly becoming productive enough to earn their wages

--highly qualified future worker (including affirmative action)

--opportunity to influence secondary and postsecondary school standards and programs

--enhancement of supervisor's skills

--creation of infrastructure for a "learning organization" that can upgrade the skills of incumbent workers as well as youth apprentices

Employers and employees who will be serving as mentors should be actively involved in the planning process and in the oversight of the system. Those responsible for training must have a role in decision making.

The coordinator should plan to attend meetings with management to promote the program, as well as to utilize local media to spread the word about the program. Involved businesses can also promote the program to other businesses.

Students and parents: To attract students to the program, apprenticeships must be presented as a "mainstream" option. Students and parents should not feel that participating in the apprenticeship program will suggest that the student is "at risk." The apprenticeship program is open to all, although it may be advantageous to target "average" students. Those who need an extra boost to achieve their potential but do not have extreme problems will gain the most.

The program can be marketed to students and parents through student and school newsletters, media coverage, posters, videos, information sessions (perhaps a parent-apprentice information night) and word-of-mouth between apprentices and prospective students. Presentations by journeymen from different trades to interested students and parents are also of great value.

Financial Requirements:

Operating costs include salaries and benefits for coordinator and support staff, purchased services (printing, facility use, telephone, postage, consultants, etc.), supplies and materials, and travel expenses.

Sources of funding may include monies from a variety of sources:

--New York State Education Department Workforce Preparation Grants

--School-to-Work Planning Grants

--Fees paid by participating schools

--Employers (for students' salaries and contribution of staff time)

--Financing by schools for staff time spent on project

--Private foundations

--Apprenticeship Related and Supplemental Instruction Program (ARSIP) funds

Transportation costs include a travel allowance for coordination activities. School districts may choose to assign a school-owned vehicle to the coordinator rather than provide a mileage allowance. If transportation is to be provided to the students by the school, additional funding must be added to the budget and accessible transportation must be provided for students with disabilities.

Program Development Requirements:

Staff recruitment: Employers contact their regional DOL to initiate an apprenticeship program. The DOL prepares a contract between the employer and the apprentice outlining the responsibilities of each party. The contract specifies the term of the indenture, the work process, and a general outline of the related instruction requirement. The contract may be terminated by any party involved in the apprenticeship process (apprentice, employer, DOL, or DLEA).

Employers can select an in-house liaison to manage the responsibilities of participating in the program. This liaison works with the school coordinator and also helps select and train workplace mentors.

Roles and responsibilities will be assigned per individual programs, but, generally, a coordinator within the school operates the program by working with contact people from business/industry, students, faculty, and the advisory committee. Faculty are recruited to serve as advisors.

Staff development and business/industry technical assistance: Workshops and meetings should be held for workplace mentors and for faculty to learn about the program, about their roles and responsibilities, and how to carry out those responsibilities. Professional development of the coordinator regarding career planning expertise should also be encouraged and supported by the administration. Some form of contact between business/industry and the school, such as an advisory board meeting, must take place on a regular basis.

Curriculum development Comprehensive lists of skills, knowledges, and behaviors, technical learning objectives, and core modules of fundamental techniques and concepts expected of all apprentices must be developed initially, and, then, continually updated. The advisory board should be involved with their development.

Resource identification: Resources of varying nature can be identified most readily by those most closely involved. For firm recruitment, look to employers, mentors, and management support. Resources in the school include coordinators, faculty, and administration. Grant funding should be considered for financial resources. Community partners and linkages can also serve as resources. The NYS DOL will consult and advise on an as-needed basis for all apprenticeship-related material.

Assessment Requirements:

Students: When students complete prescribed standards, achievement is certified by the employer. Certification (such as journeyman's papers) serves as a portable credential that can be carried with the student to other employers and to other geographic locations.

Another form of assessment asks students to record their work experiences in a journal and/or to prepare an in-depth report on "all aspects of the industry." Similarly, achievements can be recorded in notebooks that list competencies identified by employers. Many youth apprenticeships require experience in carrying out a high school senior project.

Program: The apprenticeship program is continuously evaluated by the Advisory Board. Additionally, input on program operation should be sought from businesses, school administrators, faculty, parents, and students. A form or forum should be established to gather data which is often required by school districts. This may include records of enrolled students' names, addresses, placement locations, agreements/plans, and time/salary records.

APPRENTICESHIP

Case Study #1

The youth apprenticeship program operated by the School and Business Alliance (SABA) of Broome & Tioga Counties provides students with the opportunity to see direct connections between school learning and paid employment. By simultaneously working and learning, apprentices gain job-related competency, academic knowledge, and high performance skills.

Serving students in grades 11 and 12 and adults, the apprenticeship runs for two years, with an additional two years as an option for students. Apprentices begin in their junior year of high school and, if the apprentice and firm choose, continue through two years of college. There are three areas available for apprenticeship: Manufacturing and Engineering Technology, Administration and Office Technology, and Health Care.

In each of the occupational areas, apprentices rotate through several areas at a firm. They work directly with a coach and learn more about their field of interest as they develop technical, personal, and social competencies. Part of the students' day is devoted to such work experience; the remainder finds students in the classroom, where they are encouraged to enroll in related courses that support their apprenticeship learning. School schedules are developed to enable an apprentice to work a minimum of two hours each school day. Apprentices must work a minimum of ten hours per week, but may work up to 20 hours as requested by the firm.

To help apprentices relate their academic classes directly to their work experience, a senior project for each job position has been designed and monitored by a panel of work and school professionals. The senior project must meet the following objectives:

--Apprentice exhibited an in-depth knowledge of at least one aspect of his/her occupation

--Apprentice framed an issue related to his/her occupation

--Apprentice planned and executed a complex long-term project

--Apprentice identified and made use of a range of resources, such as experts, written materials, and computer programs

--Apprentice learned from his/her environment, such as observed patients, observed expert performance, or analyzed work-related problems

--The product of this senior project will be useful to the community, e.g., a group of employees, a board, a school class, patient families

--Apprentice applied academic knowledge and skills in his/her project

--Apprentice explained his/her research issue and findings in a public exhibition.

In addition to this senior project, students are expected to achieve certain academic, personal, and social outcomes. For each occupational area, there are comprehensive lists of skills, knowledges, and behaviors that outline what the apprentice is expected to learn. These outcomes have been developed by the employers in the apprenticeship program during the first four years of its operation.

For each apprenticeship type, a list of learning objectives of technical competencies are divided into core and elective modules. Core modules include fundamental techniques and concepts expected of all apprentices within the specific apprenticeship industry. Electives are completed by apprentices dependent on rotations.

Upon successful completion of the entire two-year program, high-school apprentices are awarded five Regents credits according to the following sequence:

--two Regents Credits - Junior Year

--two Regents Credits - Senior Year

--one Regents Credit - Senior Project

Facilitating skill certification is but one of the responsibilities met by the project coordinator. With the support of a project assistant, the project coordinator:

Builds and supports partnerships

--establishes and sustains issue committees and an apprenticeship advisory committee

--recruits school-to-work partners

--serves as an advocate and spokesperson for the apprenticeship program

--participates in information releases and inquiries

Manages and develops the apprenticeship system

--manages daily operations of the apprenticeship project office, including maintaining a budget and supervising support staff as assigned

--articulates directions for system development with awareness of local, state, and national employment and education needs, research and innovations

--develops, supports, and assesses work-based learning

--works with partners to identify courses and to create an advising structure

--facilitates research and development connections

Coordinates partnership and apprenticeship system development with other programs

--collaborates with other programs in creating a regional career opportunity system.

Through the efforts of the project coordinator and assistant, the apprenticeship program is delivered in a wide geographic region incorporating rural, suburban, and rural areas. Currently, there are 67 students enrolled, which make up approximately three percent of the total student population. The estimated annual operating costs for providing this service is 90 percent salaries and benefits, five percent purchased services, three percent supplies and materials, and less than two percent for travel expenses.

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APPRENTICESHIP

Case Study #2

In New York State approximately 16,000 registered apprenticeships provide on-the-job training and classroom instruction in skilled occupations to adults. The majority (over 60 percent) of these apprenticeships are located in metropolitan New York City. Just under 3,000 registered apprenticeships take place in the Rochester area.

One person from the US DOL is assigned the responsibility of on-the-job monitoring in western NYS (approximately nine counties). The NYSDOL has three people to cover Monroe and its contiguous (approximately six) counties. To monitor related instruction, NYSED has assigned the Rochester City School District to serve as the DLEA for Monroe and Genesee Counties.

To initiate a registered apprenticeship, an employer contacts the regional DOL. Enrollment in an apprenticeship program is completely voluntary on the part of the employer. The number of registered apprentices that any employer may have at one time is governed by the number of journeymen available to provide on-the-job training. Usually, the ratio of apprentice to journeyman does not exceed 2:1.

Upon request from the employer, the DOL prepares a contract between the employer and the apprentice outlining the responsibilities of each party. The contract specifies the term of the indenture, the work process, and a general outline of the related instruction requirement.

Apprentices maintain a Blue Book in which they record the length of time on task for all areas outlined in their apprenticeship agreement. Should an apprentice change employers, he/she may be credited with previous experience as documented by their Blue Book.

An important component of the registered apprenticeship program is required completion of related instruction for a minimum of 144 hours per year. (Several occupations require a minimum of 160 hours or 216 hours of related instruction per year.) Apprentices obtain related instruction through continuing education programs offered at local school districts, BOCES, community colleges, or through Joint Apprentice Training Councils (JATCs).

Upon completion of the specified work experience and related instruction, apprentices receive a Completion Certificate, which is generally referred to as journeymen's papers. Depending on the occupation, apprenticeships can be as short as one year or as long as six years. The majority of occupations require four years to complete.

There have been or currently are only several registered apprentices who are currently full-time high school students. Employers are reluctant to register high school students as apprentices when they have the choice of registering a full-time employee as an apprentice. It is often the case that an employer will hire a CO-OP student and then grant previous experience credit toward their indenture when that student graduates, becomes a full-time employee, and is sponsored as an apprentice.

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Case Study #3

The Eastman Kodak Company together with the Rochester City School District has developed the Skilled Trades Youth Apprenticeship Program. The program not only provides Kodak with skilled employees, but, also, offers students an opportunity to transition from school to work in a challenging career. This is accomplished by:

--assigning competent trades persons from several different trades to serve as mentors to students

--providing quality instruction in the theoretical aspects of the trades

--promoting a sense of pride and teamwork by understanding the value of a trade and how it impacts on the success of the company

--teaching leadership and responsibility to promote long-term career growth

Students have a choice of four apprenticeships offered at Kodak: Automatic equipment, electrical/instrumentation, pipe fitter/welder, and sheet metal fabrication. The nature of these apprenticeships and careers requires that student candidates have good aptitude in math and science, mechanical ability, and an interest in working in a skilled trades career.

To become an apprentice, the student candidate must fulfill several criteria. In addition to an interest in the trade, students must be willing to work rotating shifts (if necessary). They must also score acceptably on a four-hour exam focusing on math and science skills. A team from the company will interview the student candidate using a standard selection process. Upon successful completion of the above steps, the student must pass a drug test and physical exam, mandatory for all Kodak employees.

The apprenticeship is made up of essentially two components: on-the-job training and classroom work. On the job, students must complete a specific amount of work hours required in each work block. Students rotate every six months to satisfy all training work blocks, under the direction of a mentor throughout. Classroom work is taught by certified instructors at Kodak Educational Resources. Students attend classes during regular working hours and are compensated for the time at school. Fulfilling the apprenticeship requires 600-800 hours of formal courses. To ensure completion of all elements of the apprenticeship, a coordinator is assigned to monitor the progress of the students.

When students join the apprenticeship program, they are provided with the tools needed to perform as fully qualified mechanics in their assigned trade and given an entry rate of pay. Every six months, the student's progress is evaluated based on job performance and classroom grades. If progress is satisfactory, his/her pay is increased. At the completion of the apprenticeship, students are graduated at the qualified rate of a skilled trade mechanic for their trade. Apprenticeships last between three to four years, depending on the complexity of the program and whether it's single- or multidiscipline. Several forms have been reproduced from Eastman Kodak Company/Rochester City School District's packet of information on the Skilled Trades Youth Apprenticeship Program; see *Parent/Guardian Forms, Student Entry, Workplace Assignments*, and *Student Assessment* forms in this guide.

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APPENDIX A

Guidelines for Providing Work-based Activity Components for "Education for Gainful Employment"

Transition Program

The connection between work and learning is integral to our approach.

-Survey response, Community College

Teamwork and good communication among teachers, students, administrators, and community/business makes our program successful. Each stakeholder should know their role within a successful program.

-Survey response, BOCES

Our program is successful due to the commitment of all staff members. The staff and referral agency meet on a regular basis and keep an open-line of communication. We continually evaluate our program.

-Survey response, School District

The enthusiasm, cooperation, and collaboration of the staff who developed and are committed to the success of the programs are the primary reasons for positive thrust. The comprehensiveness of the program including SCANS skills integration, Life Management, Career Planning, Action for Personal Choice, Study Skills and Employability Skills fosters success.

-Survey response, BOCES

(*The quotes above are responses from a survey,* Integrated Work & Learning)

(This report was compiled by Joan L. Malone, Training Program Coordinator for the New York State Literacy Resource Center.)

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    Coordinator/Supervision Waiver
    Memorandum of Agreement
    Student Work Experience Agreement
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Executive Summary

Work-based activity and increased use of work-based learning have become critical components within adult education, adult vocational training, and welfare-to-work programs. **Work-based activity components** are hands-on opportunities for learning outside the school program environment. Opportunities include such activities as job shadowing, paid or unpaid work experience, and school-sponsored enterprises such as workplace mentoring and instruction in general workplace skills.

Many Local Departments of Social Services (LDSS) and Education for Gainful Employment (EDGE) providers have already expanded their focus of instruction towards a "work environment" in order to strengthen participants' focus upon employment and at the same time improve the relationship between classroom activities and work. In anticipation of federal welfare reform proposals, it is recommended the LDSS and local EDGE providers integrate classroom/job readiness activities with work-based activities that expose participants to real work situations. Participants must be aware that such opportunities are designed to help them obtain employment as quickly as possible.

Variations in local Job Opportunity and Basic Skills (JOBS) training programs, availability of worksites, and local labor markets may require LDSS and EDGE providers to adopt different approaches to incorporate work-based activities. In some cases, EDGE providers may use job readiness components such as *Action for Personal Choice* (APC) as an introduction to *Community Work Experience* (CWEP) in order to assist a work activity participant in coping with expectations of the worksite. In other instances, providers may integrate work internships with job skills training to provide participants with hands-on work activity components.

It is hoped these guidelines will assist both teachers and administrators to implement work-based activity components within their programs. *Guidelines for Providing Work-based Activity Components for "Education for Gainful Employment"* contains definitions, recommendations and sample forms for use by training agencies providing work-based activity components.

Administrative Guidelines

--Work-based Activity Components
--Related Staff Development
--Employment Preparation Education
--Coordinator Qualifications
--Worksite Elements

Work-based Activity Components

Work-based activities provide individuals enrolled in various classrooms (ESOL, Basic Education, Job Skills Training) with a planned program of work activity and job training which is coordinated with school-based learning and relevant to a student's job interests. Work-based opportunities include such activities as:

--internships/externships

--job shadowing

--job skills training

--Action for Personal Choice (APC)

--job club

--job readiness training

Internships/Externships (work experience) are hands-on opportunities for learning outside the school program environment. The following are critical elements of work experience components:

--designed to meet the career goals of the participant

--clearly connected to the school-based education and training program

--orientation and training of employers and mentors

--standards in place for use in assessment and evaluation of student progress

--provide a realistic setting for the participant to demonstrate acquired academic knowledge, job skills, appropriate job and social behaviors, and attitudes

--provide a realistic setting structured and supervised by the program provider in collaboration with each employer providing a cooperating worksite

Internships/Externships integrate classroom learning with practical work activity in a field of the participant's particular interest. Skills and mastery are specified or identified in a formal training plan developed at the beginning of the component by the employer, the teacher, the work experience or job coordinator, and the participant. Training plans are crucial for identifying goals, establishing criteria, guiding training and evaluation processes, and maintaining communication among all partners in the plan. At worksites, participants work directly with an employee or mentor over a period of time to observe, assist, and to accomplish work tasks.

Such components are planned by the educational agency in collaboration with the agency serving as the worksite agency. Quality assurance requires visits to worksites and constant communication, in addition to evaluation of participant work performance. Scheduled participant attendance at the worksite is required. At the worksite there is usually an employee or other individual (approved by the employer, owner, manager, director, etc.) who guides the participant or serves as a mentor. This employee, or mentor, works in consultation with classroom teachers, the workplace coordinator, and the worksite agency. This employee or mentor possesses the skills and knowledge to be mastered by the work activity participant, and instructs and critiques the performance of the participant at the worksite. Mentors are role models who can help instill, reinforce, and equate to successful employment the importance of behaviors such as positive attitudes, integrity and ethics, human relations, teamwork, promptness, and other positive work-related behaviors.

Job Shadowing usually involves one or more visits to a worksite during which time a student, through observation, can explore different possibilities for jobs and develop an interest in the work environment. Observation is the primary learning activity during the visits while students shadow an employee. There is a direct one-on-one relationship between the student and employee which allows for discussion, and perhaps some participation in simple workplace tasks and events such as attending meetings or planning sessions. Students are not paid for their time at the workplace. Job Shadowing is considered to be a short-term activity generally ranging from one to eight weeks.

Job Skills Training is training of a vocational nature in occupations where a demand exists in the local labor market. Instruction is in either a specific skill or occupational area or in a program with a specific vocational objective.

Action for Personal Choice (APC) is an intensive 90-hour life skills program that allows adult learners to examine who they are, why they are in their present situation, and what choices are available to them. Participants experience the processes of Awareness, Understanding, Acceptance, and Change, to: rediscover their creativity; learn to respect and trust themselves and trust others; improve their self-image and increase their self-confidence; take responsibility for their actions; sharper communication, goal-setting, problem-solving, and decision-making skills; and relate positively to family, friends, and authority figures. The program can be a bridge to education, employment, to improved relationships, and to a better life.

Job Club aids in recognizing factors affecting employment and helps Social Services recipients gain employment skills. Participants look at how they perceive themselves and how others perceive them, explore interests and abilities, and consider short- and long-term goals. During instruction, participants perfect their ability to complete job applications and resumes, write business letters, develop interviewing skills, discuss work habits and ways to handle typical job problems, and develop an employer contact list. Program completion has resulted in job interviews, employment, and increased enrollment in job training programs.

Job Readiness Training are activities under JOBS that help prepare participants for employment through instruction in employers' expectations and appropriate behavior and attitude in order for participants to successfully compete for jobs. Job readiness training includes instruction in the completion of employment applications, resume writing, job interview techniques, making career choices or life skills and typically takes place in a structured group setting.

Related Staff Development
(Do Not Qualify as Work-based Components)

Case Management Training (CM) provides training in case management to new and existing staff at ACCESS agencies and collaborative partners. The Case Management process involves ongoing assessment, planning, personal support, resource identification, linkages, and follow-up to individuals as they move towards self-sufficiency. CM operates at both the "client" level, providing assistance to persons requiring service, and at the "systems" level, encouraging collaboration among local, regional, State, and federal agencies.

Adult Career Counseling (ACC) assists the career and education transition of adults who have been unable to obtain employment, are between jobs, or are considering a job or career change by helping develop the skills necessary for appropriate employment. ACC includes an evaluation of the skills, prior work experience, training, and vocational interests of the individual and a review of family circumstances (including special needs of a child). Opportunities to explore potential job and career choices, acquire skills, identify and pursue the education and training needed to achieve short- and long-range goals, attain changes in attitudes to overcome barriers, and achieve employment goals are offered.

Job Development Training targets job development issues and topics that respond to job outcome needs of ACCESS (refer to Appendix N) agencies and collaborative partners. The training provides participants with strategies to develop business linkages in order to improve job training programs and to work with partner agencies in the community to insure effective job placement.

Comprehensive Career Assessment (CCA) provides training in career assessment to new and existing staff at ACCESS agencies and collaborative partners. CCA is a process designed to assist individuals in gaining information necessary to make informed vocational choices. It offers many tools and techniques for gathering information on career goals and interpreting this information. Tools and techniques, length of service, and feedback mechanism(s) vary depending on needs and agency characteristics. Programs can offer assessment services, tools and techniques, trained staff, and strong linkages to other community services.

Employment Preparation Education

Employment Preparation Education (EPE) programs lead to a high school diploma or its equivalent for adults who are at least 21 years of age and lack a diploma or the equivalent issued by any state or territory of the United States. These programs may include Adult Basic Education, English for Speakers of Other Languages, Life Skills, Citizenship Education, General Educational Development Test Preparation, Adult Occupational Education and high school credit courses.

School Districts and BOCES must apply for approval to operate an EPE program on a yearly basis. The 1995-96 State budget significantly changed the requirements for EPE for 1995-96. Effective July 1995, agencies eligible to generate EPE State Aid will be required to complete a new *EPE Aid Application* which reflects the significant features and changes under this major restructuring of the program. The new application requires applicants to provide detailed program and budget information about each program that will be used to generate EPE.

Total Program Hours:

EDGE programs are automatically exempted and do not need special permission to provide more than 20 hours of instruction. (non-EDGE programs which exceed 20 hours must request a waiver from NYSED's Office of Workforce Preparation and Continuing Education. Contact Bob Purga at 518: 474-8920.)

Total Program Hours used to generate EPE are limited to 30 hours.

Classroom Hours:

Classroom instructional hours in a work experience component must be at least 30% of the total program hours. **For EPE purposes, classroom contact hours are counted at the full rate. Each hour of participation in a work activity experience component may be credited with one-half an EPE contact hour (reduced rate).**

Coordinator Qualifications

Supervision Requirements

All work activity components must be coordinated, supervised or directed by an individual who meets the following qualifications and is employed by the local school districts or BOCES:

(a) If the program is a public school program, other than in New York City and Buffalo, the individual must have a valid New York State teaching certificate - PROVISIONAL or PERMANENT. If service is limited to part-time, a New York State adult education teaching certificate is required.

OR

(b) If the program operates within New York City or Buffalo, the individual must have a New York City or Buffalo license.

To address any concerns or issues about supervision requirements, please contact:

Gary Krzeminski* directly, at: *518: 474-8700

Worksite Visitation

As part of total supervision, each participant must be visited by a work activity coordinator, supervisor, or director **weekly** to assess progress throughout the work activity component. **If weekly visits cannot be met, agencies should contact Gary Krzeminski at the New York State Education Department, 518: 474-8700, for a waiver form** (see Appendix for "Coordinator/Supervision Waiver"). In addition, it is expected that each participant be supervised by an appropriate individual (employee, supervisor, mentor, manager, owner, etc.) at the worksite who will monitor the participant's progress towards specific skills and goals, and will be responsible for recording the participant's daily attendance. The work activity coordinator should check on participant progress and reports with the worksite supervisor during weekly worksite visitation.

EPE eligible agencies should be able to clearly **identify each hour of participation at a worksite to calculate the reduced rate of one-half an EPE contact hour** (refer to "EPE Classroom Hours" on page 5). All attendance registers must be retained by the educational provider agency for any necessary reporting required at the end of the work activity experience.

Coordination With Other Critical Players

The coordinator or teacher-coordinator has many roles and responsibilities to both the educational program and the worksite employer. Critical players that need to be included in coordination efforts include employers, participants, case managers, other teachers, social workers, LDSS, etc. Coordination efforts must be continuous and occur during both classroom and worksite training. Responsibilities include:

--Explain work activity component to critical players and maintain good rapport with personnel at both the participating worksite and the educational provider organization.

--Identify and place participants in appropriate training situations and prepare training agreements and plans in collaboration with critical others for a well-rounded program of work (see Appendix for sample of written agreement).

--Coordinate classroom activities with on-the-job experiences and provide needed information to both worksite supervisors and classroom instructors.

--Make on-the-job visits and evaluate with employers' participants' on-the-job progress and training plans while providing for continuous participant interaction.

Number of Coordinators Needed

The number of coordinators needed to supervise a particular work activity component will be influenced by whether the coordinator has other responsibilities such as teaching or scheduling and by the nature of the education program itself, including:

--Number of trainees participating

--Number of cooperating worksites

--Geographic distribution of worksites

--Types of work activity to be conducted

--Frequency of worksite visits

--Number of participants receiving similar related instruction

--Required records and documentation

Coordinator's Workload (Example)

The responsibilities of a **coordinator who also teaches** cannot be equated with those of a regular classroom teacher. Coordination of on-the-job training with classroom instruction requires a minimum of one-half hour per student per week. If a teacher-coordinator has 25 participating students, an average size class, the weekly work load might resemble the following:

Daily Workload	Hours per Week
3-4 hours of related classes	15-20
1 hour of preparation & individual student contact in class	5
3 hours of coordination (employer or worksite contacts)	15
	Total: 35-40

The workload for the **coordinator who does not teach a related class**, but works with 50 students, might be as follows:

Daily Workload	Hours per Week
5 hours of coordination per day	25
2-3 hours of individual student & classroom teacher contact	10-15
	Total: 35-40

Differences in student needs or community characteristics may require a coordinator to spend more time with individual students or the employing firms. Some coordination visits may take 15 minutes, others may take several hours. When the employment community is geographically large, widely dispersed, or far from the educational provider, more travel time will be necessary.

Worksite Elements

> *"Teamwork and good communication among teachers, students administrators, and community/business makes our program successful. Each stakeholder should know their role within a successful program."*
>
> Survey Response, BOCES

Employer Requirements

An acceptable worksite placement should have a strong match with a participant's educational goals or training component and should be well-defined with clear expectations and roles for all stakeholders involved. A worksite placement should promote the transfer of job skills taught in classrooms and should ensure opportunities to perform a variety of **actual work activities that provide skill experience** (not just "envelope stuffing").

If possible, participants should be responsible for developing their own work experiences with an employer and should be encouraged to self-initiate finding a meaningful worksite location on their own.

Acceptable worksites require commitment by the employer and a willingness to provide:

--Employee orientation, training (following an approved training plan) and quality supervision.

--Availability for regular monitoring and also submission of participation reports (e.g., copies of worksite time cards, daily participant sign-in sheets from the worksite, etc.)

--Work environment standards for safety and health along with an appropriate environment for the client to grow.

--Worksite tools, supplies, and space for the work experience participant.

--Possible release time for job search, skills training, and other simultaneous JOBS program components.

Supervision and monitoring on the job are the major responsibilities of the worksite employer. It is recommended that work activity participants be assigned ***a mentor or supervisor at the worksite who must collaborate and agree with the coordinator*** of the work activity component on the following:

--A participant **Training Plan**, with benchmark competencies and methods for providing training and assessing skills growth

--Supervisory **expectations and requirements** (specific contract in place and ongoing) with educational agency to provide related instruction

--A **monitoring plan** including meetings with JOBS staff, the coordinator, and the participant to assess performance and skill enhancement

Acceptable Participant Work Attitude and Behavior

Before participants are placed at a worksite, they must be aware of acceptable work attitude and behavior. Classroom instruction related to the development of good employer/employee relationships and the importance of positive relationships with co-workers should be emphasized. Participants should be able to analyze human relationships in terms of attitude and responsibilities of employers, employees, and co-workers. Instruction should be provided to help participants develop techniques to get along with employers and co-workers at the worksite, including the ability to:

--Identify methods to resolve on-the-job conflicts

--Distinguish between positive and negative criticism

--Develop appropriate responses to criticism and suitable courses of action to follow

Evaluation

Supervision and evaluation procedures for an acceptable work activity component must be agreed upon by the coordinator and the worksite supervisor **before placement at a worksite**. Provisions should be made to discuss with participants the progress made in their training plan and any problems encountered. Participants should be encouraged to share ongoing self-assessment reports with peers and all work activity clients. A friendly, supportive relationship is key to success for all concerned.

Acceptable forms of evaluation may include portfolios, observation of work performance, daily student logs, student writing projects, on-the-job performance assessment by mentor and/or supervisor, etc. (see *Appendix* for *Sample Training Plan*).

Forms and Agreements

Work activity components need to include appropriate forms, contracts, and specific agreements to be reviewed and possibly signed by all stakeholders involved in a work activity component. Forms should be updated regularly and maintained for any reporting purposes required. For example:

> ---Agreed list of types of tasks/work activities that each participant will be expected to complete or participate in (see Appendix for a sample training plan)
>
> ---Signed agreements or contracts of roles and responsibilities of participant, employer, and worksite coordinator (see Appendix)
>
> ---Necessary legal release forms for liability
>
> ---Emergency information needs, including a process at worksite to address emergency problems and any issues or concerns of the participant, including any questions they may have
>
> ---Insurance needs, including student insurance (not Aid to Families with Dependent Children - [AFDC], or Training Related Expenses -[TRE]s) and institutional insurance coverage

Coordination With Required Support Services

Participants may need support services to participate in a work-based activity component. Agencies must identify support service needs associated with participating in work-based activity components. Allowable TREs, such as clothes and transportation, can meet specific needs for individual participants. Provider agencies should discuss TRE policy with the LDSS. Also, child care costs are an additional consideration for provider agencies and clients. Adult Centers for Comprehensive Education and Support Services (ACCESS) are good resources for the coordination of support services.

Other Program Issues and Considerations

Variations in training programs and local labor markets may require LDSS and EDGE providers to adopt different approaches in providing work-based activity components. No matter what the variation, **it is important to remember that effort toward self-reliability by the participant is the goal of the EDGE program**. Work-based activities must be well coordinated with the participant, the worksite, the LDSS and the provider staff. Additional items to address include, but are not limited to, the following:

--Safety issues

--Appropriate insurance coverage

--Transportation issues

--Scheduling

--Workers' Compensation insurance

--Liability releases (on file if needed)

--Appropriate information and procedures in place for handling any type of emergency

APPENDIX A

Sample Forms

Coordinator/Supervision Waiver

Memorandum of Agreement

Student Work Experience Agreement

Model Training Plan

Roles & Responsibilities Form

Coordinator/Supervision Waiver

As part of overall supervision, each participant in a work activity component must be visited by a work activity coordinator, supervisor, or director weekly to assess progress throughout the program. If weekly visits cannot be met, agencies must provide the New York State Education Department with the following information:

Agency Name: ______________________________

Address: ______________________________

____

____

____

Representative Name: **PRINT Last, First**

____

Title

( ) ______________ ( ) ______________

Telephone Fax Best time(s) to call

How many participants in your work activity components are currently placed at a worksite and require worksite visits?

____

How many coordinators are currently responsible for worksite visitations (if more than one coordinator, please provide the number of participants assigned to each)?

____

How many of these total participants cannot be visited weekly?

____

Please describe the reason for the coordinator(s) not being able to meet the weekly visitation requirement below:

____

____

____

____

____

____

Please propose or describe in detail how each participant in your work activity components will be supervised:

Please submit this waiver to:

Gary Krzeminski
New York State Education Department
Office of Workforce Preparation and Continuing Education
Room 307EB
Albany, New York 12234
(518) 474-8700

(Please attach additional pages if necessary.)

MEMORANDUM OF AGREEMENT

1. This establishes an **agreement** between ______________________________
(Name of Educational Provider)
and ____
(Name of Work Experience Establishment)
regarding the work experience of ______________________________
(Name of Work Experience Student)
in ______________________________.
(Name of Occupation)

2. The following **specific work experience arrangements** have been made and will serve as the operating procedure for this work experience program:

   a. The student trainee shall be given the opportunity to progress through the various phases of work as listed and described in his/her **Training Plan.**

   b. Appropriate **safety instructions** will be provided to the student trainee when assigned to work with hazardous equipment or in hazardous areas.

   c. The employer's designated supervisor shall evaluate the trainee according to **evaluation procedures** agreed upon by the educational provider, the employer, and the student.

   d. The work experience will extend over a period of ____________________ .

3. Organized general and related classroom instruction correlated with the work experience component shall be provided by the educational provider. The coordinator of this program shall be available for consultation with the employer.

4. The work experience component will comply with all State, federal, and local **labor laws.**

5. This agreement may be discontinued at any time; however, the coordinator requests **consultation** with the employer beforehand.

Signed: ____________________ (For the Employer)

Date: ____________________

Signed: ____________________ (For the Educational Provider)

Date: ____________________

In compliance with Federal and State Education Department laws, students in this program will be accepted and assigned without regard to their race, color, national origin, sex or handicap.

STUDENT WORK EXPERIENCE AGREEMENT

My obligation to ______________________________ continues when I leave for my work
(Name of Educational Provider)

experience at ____.
(Name of Work Experience Establishment)

I understand this work experience to be an extension of my educational program and I am entering this experience to learn as much as my employer can provide in the nature of job information, skills and attitudes. I will demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn.

I will keep my Coordinator informed about my work experience and turn in my time sheet reports each week. I understand my attendance is taken from my weekly time sheets and that late weekly reports can result in those days being counted as unexcused absences.

I will keep regular attendance at _________________________________ and at my worksite.
(Name of Educational Provider)

I will give my employer as much advance notice as possible if I am unable to report for work, or if I cannot report to work on time.

I will comply with a reasonable request, order or recommendation that my employer gives me as long as I am not asked to do something that is dangerous or illegal.

As a representative of ____________________________________, I realize my conduct is a
(Name of Educational Provider)

reflection upon the entire *Skills Training Program* and fulfilling the above obligations will be an important part of my training.

Specific Work Experience Arrangements:

The following arrangements have been made and will serve as the operating procedure for this work experience program. (See attached.)

We, the undersigned, agree to the terms and statements contained in this agreement.

_____________________________ _____________________________
(Student) (Instructor)

_____________________________ _____________________________
(Work Experience Coordinator) (Employer)

Date: ______________________

MODEL TRAINING PLAN

(Sample portion of...)

VARIETY STORE

Check one: ___ Salespersons
___ Sales Manager
___ Checkout Cashier

Column 1 - Check those tasks to be included in training plan for________________________

who is receiving supervised on-the-job training at ________________________________

Column 6 - Rating: S=Skilled, MS=Moderately Skilled, LS=Limited Skill

1 Task TBD ?	2 Task	3 On The Job	4 Class-room	5 Date	6 Rating S/MS/LS
	Handle customer inquiries				
	Interpret store policies				
	Observe safety procedures				
	Recognize and handle shoplifting				
	Handle layaways				
	Use telephone correctly				
	Fill telephone and mail orders				
	Handle returned merchandise				
	Handle customer complaints				
	Complete written forms and reports				
	Perform housekeeping duties				
	Maintain stock equipment				
	Check and keep displays in order				
	Receive, check, and mark merchandise				
	Maintain adequate stock and stock records				
	Organize and count stock for inventories				
	Handle cash transactions				

ROLES AND RESPONSIBILITIES AGREEMENT

(Example of...)

Participant: My obligations to my educational provider continue when I leave for work. I understand my job is an extension of my school program and I am entering this program to learn as much as my employer can provide in the nature of job information, skills and attitude. I will demonstrate a conscientious attitude and be honest, punctual, cooperative, courteous and willing to learn.

—I will keep my Coordinator informed about my job and turn in my time sheet reports each week. I understand my attendance is taken from my weekly time sheets and that late weekly reports can result in those days being counted as unexcused absences.
—I will keep regular attendance at my education provider and on the job.
—I will give my employer as much advance notice as possible if I am unable to report for work, or if I cannot report to work on time.
—I will be at my place of employment or attending my class at my educational provider during those hours and on those days my class is in session.
—I will comply with a reasonable request, order or recommendation that my employer gives me as long as I am not asked to do something that is dangerous or illegal.
—As a representative of my educational provider agency, I realize my conduct is a reflection upon the entire program and fulfilling the above obligations will be an important part of my training.

(Participant Signature) (Date)

THE EMPLOYER AGREES TO:

---Inform the participant of company rules, regulations and policies and the exact duties and responsibilities of his or her job.
---Provide direct supervision of the participant's work.
---Give the participant progressive and challenging work activities as he or she is able to handle them.
---Review the participant's job progress with him or her each week and sign the weekly time sheet report.
---Provide periodic appraisals of the participant's performance on forms provided by the Coordinator.

(Employer Signature) (Date)

THE WORK ACTIVITY COORDINATOR AGREES TO:

---See that all parties are aware of their responsibilities and obligations while participating in the program.
---Work with the employers, participants, educational agency instructors and any other stakeholder to provide the best possible training for participants.
---Visit worksites to consult with participants and employers to determine job progress, attitude, growth of skills and knowledge and breadth of educational exposure.
---Use discretion on the time and circumstances chosen for visits.
---Assist the employer with appraisals.
---Foster good communication and understanding among all parties.
---Constantly strive to improve the program by seeking suggestions from all parties.

(Coordinator Signature) (Date)

APPENDIX B

Components of School-to-Work Opportunities Systems: School-based Learning and Connecting Activities

School-based learning addresses essential workplace knowledge and skills as well as career awareness and development activities at all grade levels in the school. These activities are not necessarily new activities to add to the curriculum; rather, many of the learning activities are already taking place in the school. School-based learning activities may include:

Career awareness, career exploration, and career counseling beginning at the earliest age possible, but not later than the seventh grade.

> For example, a teacher of third-graders might frame a career-awareness exercise around the students' interest in animals. What types of careers involve animals? A brainstorming session in the classroom would prompt students to think about the wide range of possible careers that exist.

Selection of a career major by interested students prior to the 11th grade.

> A career major is a sequence of courses or field of study integrating academic/occupational, school and work-based learning. A sophomore with aspirations for a career as a disc jockey would tailor her academic life accordingly, perhaps completing courses in communications (both written and oral) and principles of technology, and serve as an intern to the local radio station.

Academic content standards for all students.

> The program of study should be tied to the same challenging academic standards established by the State for all students through its curriculum frameworks and under *Goals 2000: Educate America Act.* Furthermore, students with disabilities must be afforded reasonable accommodations and accessibility to meet those content standards.

Integration of SCANS or Essential Skills into all academic subjects.

> The Secretary's Commission on Achieving Necessary Skills (SCANS) identifies the knowledge and skills deemed essential for a productive workforce (including the basic skills and personal abilities of reading, writing, mathematics, listening, and speaking). See Appendix E. Also, the Office of Elementary, Middle, and Secondary and Continuing Education of the New York State Department of Education has formed a list of Essential Skills grouped into the following categories: Managing Resources, Managing Information, Developing Personal Competence, Developing Interpersonal

and Citizenship Competencies, Working with Systems and Technology, Developing Entrepreneurial Skills, and Thinking, Solving Problems, Creating. (See Appendix M for the detailed list.)

Instruction that integrates academic and vocational learning.

Using various strategies, such as applied methodologies and team-teaching, teachers integrate workforce preparation skills in all curriculum areas. Instruction is appropriately tied to the career majors of the students. Such instruction allows exposure to "all aspects of an industry" a student is preparing to enter, which might include planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues related to the industry or industry sector.

Regularly scheduled evaluations, consultations, and problem solving with students and out-of-school youth.

These meetings are vital for identifying the academic strengths, weaknesses, and progress of the students. No less important, these meetings allow an opportunity to set new goals and to discuss additional learning opportunities for mastering core academic and vocational skills. Workplace knowledge can also be assessed.

Access to additional training or postsecondary education or employment.

The school-based learning component of a school-to-work opportunities system includes procedures to facilitate the entry of students into additional training, postsecondary programs, or employment. This helps to ensure the continuity of the school-to-work system beyond the K-12 years.

Connecting activities, are designed to ensure coordination of the work and school-based components. They may include:

--Matching students with work-based learning opportunities of employers.

--Providing each student with a school-site mentor to act as a liaison between all the partners involved with the school-to-work system: student, employer, school teachers, school administrators, parents, and other community partners.

--Encouraging the active participation of employers and planning technical assistance to help them develop school-based and work-based learning components.

--Assisting schools and employers to integrate school-based and work-based learning with academic and occupational learning.

--Providing assistance to participants who have completed the program in finding a job, enrolling in postsecondary education or additional training, and linking participants with adult and community services to facilitate a successful transition from school to work. Again, this will help ensure the continuity of school-to-work services beyond high school .completion.

--Linking youth development activities with employer and industry strategies for upgrading the skills of workers.

--Training teachers, workplace mentors, school-site mentors, and counselors.

--Collecting information regarding post-program outcomes to assess the results of school-based and work-based learning. Outcomes are measurable aspects of performance, whether student or program, that answer the question: "What do we want students in our program to know, understand, or be able to do?" In the case of program outcomes, the question to ask is: "How well is our program achieving these student outcomes?" Assessing outcomes is explained in more detail in Chapter VI of this document.

APPENDIX C

Work-based Learning for Students with Disabilities: Resources and Accommodations

The School-to-Work Opportunity Act (SWOA) is consistent with and complements the *Rehabilitation Act*, as amended in 1992, and the *Individuals with Disabilities Education Act* (IDEA). According to both of these Acts, students with disabilities must be provided transition services while in the secondary education program to prepare them for adult life, specifically postsecondary education, employment, and independence in the community. Within the Individualized Education Program (IEP), students with disabilities, their parents, and participating agencies work cooperatively with the Committee on Special Education (CSE) to develop long-term adult outcomes based upon individual student needs, preferences, and interests. IDEA establishes, therefore, specific requirements and an appropriate mechanism for planning and making decisions regarding the participation of youth with disabilities in work-based learning experiences.

The work-based learning component stresses the importance of the workplace as an active learning environment. The use of community-based workforce preparation programs and provision of real or situational work experiences has been successful in preparing students with disabilities for employment. Work-based learning enables students with disabilities to experience a variety of career opportunities, identify their strengths and interests, carry out vocational evaluations and training in real work situations, and increase retention of job-related skills. Existing information, such as disability evaluations, vocational assessments, and the transition services component of the IEP, should be used when developing work-based learning experiences to meet the needs of students with disabilities.

For students with disabilities, workplace mentors may include co-workers or trainers, job coaches, work-study coordinators, special educators, vocational rehabilitation professionals, and others who provide specialized training and support to students with disabilities at worksites. Many employers have acknowledged such supports through their linkages with vocational rehabilitation agencies.

Instruction in general workplace competencies and instruction in all aspects of the industry is also critical for students with disabilities. In keeping with the provisions of IDEA regarding transition services, these instructional areas can be part of the IEP and include integration in the workplace, independent living and work-related adjustment and behavior skills that are needed for successful community living and employment, as appropriate.

Rehabilitation Agencies and Other Resources

The successful implementation of work-based learning requires coordination with many different partners. For students with disabilities, special education and adult agencies can provide important support and assistance through partnership and local implementation efforts. Different participating (State, regional or local) agencies work with the school districts to provide transition services for eligible students with disabilities.

The Office of Vocational and Educational Services for Individuals with Disabilities (VESID) and the Commission of the Blind and Visually Handicapped (CBVH) are the State agencies that provide vocational rehabilitation services to eligible individuals, consistent with the Federal Rehabilitation Act. Vocational rehabilitation counselors have expertise in areas related to work-based learning for individuals with disabilities. These areas include assessment and interpretation of vocational skills, vocational guidance, job and task analysis, job development and appropriate training programs and options, and employer marketing.

Services provided through VESID or CBVH assist individuals with disabilities to prepare for, enter, engage in, or retain gainful employment. Individuals with disabilities must meet eligibility criteria that focus on the presence of an employment-related disability, the ability to benefit from rehabilitation services, and the need for services in order to achieve an appropriate employment outcome. When an eligible student is still in high school, VESID and CBVH can work closely with the school district and school-to-work personnel for transition planning and delivery of services. These agencies can provide services that are not mandated for the district to provide.

Members of local partnerships from rehabilitation facilities, other State agencies that serve individuals with disabilities (e.g., Office of Mental Retardation and Developmental Disabilities, Office of Mental Health), employers, and community based organizations that provide services to individuals with disabilities can also assist in developing work-based learning experiences for students with disabilities. Other sources of assistance may include special education teachers and administrators, transition coordinators, Special Education Training and Resource Centers (SETRCs), Independent Living Centers (ILCs), coordinators of services for students with disabilities on college campuses, and occupational therapists.

Accommodations for Work-based Learning

According to Section 504 of the Rehabilitation Act, ***"no otherwise qualified individual with disabilities shall solely by reason of her or his disability be excluded from participation in, denied the benefits of, or subjected to discrimination under any program or activity receiving federal financial assistance."*** In addition, the Act states that the student must be placed in the regular educational (this includes occupational education) environment unless the child's education can not be achieved satisfactorily even with the use of supplementary aids and services.

The Americans with Disabilities Act (ADA) further enhances this by extending access to "any services, programs or activities of a public entity." In compliance with these laws, public school systems must ensure that programs, services, and activities are accessible to and usable by individuals with disabilities. According to Section 504 and ADA, some types of services that might be included in these programs and activities are: academic programs, vocational programs, apprenticeship programs, employer recruitment opportunities, transportation, extracurricular activities (including school clubs and other after-school activities), and counseling.

The following are some examples of accommodations that may need to be addressed when providing work-based learning activities for students with disabilities:

> ---Modification of Supervisory Techniques and Tools: Some individuals with disabilities may need modifications provided to enable them to complete tasks independently. These modifications could include: the provision of a polaroid notebook of tasks to be completed on specific days if tasks change daily; written timelines or schedules for work completion; a software package which has grammar and spell check capabilities; a sign language interpreter; or a reader. The VESID or CBVH counselor can recommend appropriate accommodations and explain how these can be set up in the workplace.
>
> ---Transportation: Modified buses, vans or other means of accessible public or private transportation should be used for all students to enable students with physical disabilities to participate in work-based learning experiences outside of the classroom. If transportation is provided for other students, then accessible transportation must be provided for students with disabilities.
>
> ---Physical accessibility: Accessibility of workplaces that are used for the work-based learning component must be considered. When work experiences are arranged, they must be physically accessible, including the restrooms, cafeteria, meeting rooms or any other part of the building to which the student may need to access as part of the experience. The Eastern Paralyzed Veterans Association and the ILCS can assist in determining accessibility.
>
> ---Modified work space: Any work space in school or at a work experience site must be accessible for an individual with disabilities. This may include something as simple as putting a desk or work table at a different angle, raising a surface, providing a modified chair, having an amplified telephone, or modifying a computer keyboard.

The provision of school-to-work opportunities for all students is important. By working collaboratively with other members of the local partnership, school districts can make this a reality. There are many places school staff can contact for assistance in developing a work-based learning program that is accessible for all students. For further information, contact the VESID District Office in your region or call the Transition Clearinghouse at 1-800-222-JOBS.

APPENDIX D

Guidelines for Developing Work-based Learning Programs for Students with Disabilities that Comply with the Fair Labor Standards Act

To assist program administrators in developing programs or making placements that do not create questions about the establishment of an employment relationship between students with special needs and participating business in the community, the Employment Standards Administration (U.S. Department of Labor), the Office of Vocational and Adult Education (U.S. Department of Education), and the Office of Special Education and Rehabilitative Services (U.S. Department of Education) have developed the following guidance.

Where **ALL** of the following criteria are met, the U.S. Department of Labor will **NOT** assert an employment relationship for purposes of the Fair Labor Standards Act (FLSA).

> ---Participants will be youth with physical and/or mental disabilities for whom competitive employment at or above the minimum wage level is not immediately obtainable and who, because of their disability, will need intensive ongoing support to perform in a work setting.
>
> ---Participation will be for vocational exploration, assessment or training in a community-based placement work site under the general supervision of public school personnel.
>
> ---Community-based placements will be clearly defined components of individual education programs developed and designed for the benefit of each student. The statement of needed transition services established for the exploration, assessment or training, or cooperative vocational education components will be included in the student's Individualized Education Program (IEP).
>
> ---Information contained in a student's IEP will not have to be made available; however, documentation as to the student's enrollment in the community-based placement program will be made available to the Departments of Labor and Education. The student and the parent or guardian of each student must be fully informed of the IEP and the community-based placement component and have indicated voluntary participation with the understanding that participation in such a component does not entitle the student to wages.
>
> ---The activities of the students at the community-based placement site do not result in an immediate advantage to the business. The Department of Labor will look at several factors:

(1) There has been no displacement of employees, vacant positions have not been filled, employees have not been relieved of assigned duties, and the students are not performing services that, although not ordinarily performed by employees, clearly are of benefit to the business.

(2) The students are under continued and direct supervision by either representatives of the school or by employees of the business.

(3) Such placements are made according to the requirements of the students' IEP and not to meet the labor needs for the business.

(4) The periods of time spent by the students at any one site or in any clearly distinguishable job classification are specifically limited by the IEP.

---While the existence of an employment relationship will not be determined exclusively on the basis of the number of hours, as a general rule, each component will not exceed the following limitations:

Vocational explorations	5 hours per job experienced
Vocational assessment	90 hours per job experienced
Vocational training	120 hours per job experienced

---Students are not entitled to employment at the business at the conclusion of their IEP. However, once a student has become an employee, the student cannot be considered a trainee at that particular community-based placement unless in a clearly distinguishable occupation.

---It is important to understand that an employment relationship will exist unless *all of the criteria* described in the policy guidance are met. Should an employment relationship be determined to exist, participating business can be held responsible for full compliance with FLSA, including the child labor provisions.

---Businesses and school systems may at any time consider participants to be employees and may structure the program so that the participants are compensated in accordance with the requirements of the Fair Labor Standards Act. Whenever an employment relationship is established, the business may use the special minimum wage provisions provided pursuant to Section 14(c) of the Act.

APPENDIX E

Secretary's Commission on Achieving Necessary Skills (SCANS)

SCANS identifies two elements of workplace know-how: competencies and a foundation. The five competencies and three-part foundation of skills and personal qualities listed below should be taught and understood in an integrated fashion that reflects the workplace contexts in which they are applied.

FIVE COMPETENCIES

Resources: Identifies, organizes, plans, and allocates resources

A. *Time* - selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules

B. *Money* - uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives

C. *Material and Facilities* - acquires, stores, allocates, and uses materials or space efficiently

D. *Human Resources* - assesses skills and distributes work accordingly, evaluates performance and provides feedback

Interpersonal: Works with others

A. *Participates as Member of a Team* - contributes to group effort

B. *Teaches Others New Skills*

C. *Serves Clients/Customers* - works to satisfy customers' expectations

D. *Exercises Leadership* - communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies

E. *Negotiates* - works toward agreements involving exchange of resources, resolves divergent interests

F. *Works with Diversity* - works well with men and women from diverse backgrounds

Information: Acquires and uses information

A. *Acquires and Evaluates Information*

B. *Organizes and Maintains Information*

C. *Interprets and Communicates Information*

D. *Uses Computers to Process Information*

Systems: Understands complex interrelationships

A. *Understands Systems* - knows how social, organizational, and technological systems work and operates effectively with them

B. *Monitors and Corrects Performance* - distinguishes trends, predicts impacts on system operations, diagnoses deviations in systems' performance and corrects malfunctions

C. *Improves or Designs Systems* - suggests modifications to existing system and develops new or alternative systems to improve performance

Technology: Works with a variety of technologies

A. *Selects Technology* - chooses procedures, tools or equipment including computers and related technologies

B. *Applies Technology to Task* - Understands overall intent and proper procedures for setup and operation of equipment

C. *Maintains and Troubleshoots Equipment* - Prevents, identifies, or solves problems with equipment, including computers and other technologies

A THREE-PART FOUNDATION

Basic Skills: Reads, writes, performs arithmetic and mathematical operations, listens and speaks

A. *Reading* - locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules

B. *Writing* - communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts

C. *Arithmetic/Mathematics* - performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques

D. *Listening* - receives, attends to, interprets, and responds to verbal messages and other cues.

E. *Speaking* - organizes ideas and communicates orally

Thinking Skills: Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn, and reasons

A. *Creative Thinking* - generates new ideas

B. *Decision Making* - specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative

C. *Problem solving* - recognizes problems and devises and implements plan of action

D. *Seeing Things in the Mind's Eye* - organizes, and processes symbols, pictures, graphs, objects, and other information

E. *Knowing How to Learn* - uses efficient learning techniques to acquire and apply new knowledge and skills

F. *Reasoning* - discovers a rule or principle underlying the relationship between two or more objects and applies it when solving a problem

Personal Qualities: Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty

A. Responsibility - exerts high level of effort and perseveres towards goal attainment

B. *Self-Esteem* - believes in own self-worth and maintains a positive view of self

C. *Sociability* - demonstrates understanding, friendliness, adaptability, empathy, and politeness in group settings

D. *Self-Management* - assesses self accurately, sets personal goals, monitors progress, and exhibits self-control

E. *Integrity/Honesty* - chooses ethical courses of action

APPENDIX F

Preparing Young Women for Higher-Wage Careers Under the School-to-Work Opportunities Act

Prepared by:
The Resource Center of the
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Preparing Young Women for Higher-Wage Careers Under the School-to-Work Opportunities Act

Why do we need specific strategies for young women?

The New York State plan for a School-to-Work program sets out the following goal:

> "In every instance, our purpose will be to prepare individuals for entry into employment with higher wage potential and for career advancement....We need to create an environment in which all students can acquire the knowledge and skills to succeed economically."

This goal reflects the changing economic realities which will face the great majority of our students -- both female and male. It has specific implications for services to young women, however, because traditional gender stereotypes and expectations tend to limit girls' career options.

--- Many girls still believe that they can "opt out" of career preparation because they expect to be stay-at-home mothers who are supported by their husbands. (In reality, of course, only about one in ten women will be in that position. A girl today can expect to spend more than 30 years in the paid workforce, regardless of whether or not she marries and has children.)

--- Among girls who do expect to be in the workforce, many still consider only low-paying, traditional "women's jobs."

--- Girls have traditionally avoided -- and continue to avoid -- advanced math courses. Because math is a critical filter for success in today's technological workplace, this avoidance places young women in economics jeopardy. Girls need special encouragement and support to explore, study, and succeed in the study of math so that they can become skilled, economically self-sufficient workers as adults.

The following background information and recommendations should be reflected in the implementation of local School-to-Work partnerships to raise awareness of these important issues and increase options for young women.

BACKGROUND INFORMATION

Women and Work

In the past 35 years, there has been a significant increase in the number of women who work for pay outside of the home -- for the most part out of economic necessity.

--In 1960, less than 40% of women were employed for pay, compared with approximately 70% in 1990.

--Women currently make up nearly half of the paid labor force.

--Nearly three-fourths of women 25 to 54 years of age were working (or looking for work) in 1992.

--Nearly half of married mothers work year round full-time.

Women and Low Wage Poverty

Although many more women are in the paid workforce, their patterns of working frequently prevent them from achieving self-sufficiency.

--An overwhelming majority of women (90%) work in occupational categories that are considered traditional for women. (By definition, 75% or more of all workers in these categories are women.)

These female-intensive categories receive, on the average, significantly lower wages than comparable male-intensive categories.

--More than 70% of women enrolled in secondary and postsecondary vocational programs are still preparing for traditional female, non-technical, lower-paying jobs (nurse aide, secretary, etc.).

--Women earn less than three-quarters of men's earnings.

Improving the Economic Status of Future Women

Attempts to improve the status of working women must include strategies for gaining access to different kinds of jobs. Current projections for an increased need for technical workers in the decades ahead signal new higher wage opportunities for women.

--Career opportunities in technology rank among the fastest growing and highest paying careers.

--Workers with specific technical training can expect to earn up to $500,000 more during their lifetime than workers in a low skill, low wage job.

--By the year 2000, the United States economy will require 500,000 additional engineers and scientists--and the demand for skilled technicians to support their work will increase by 44%.

Preparing female students for technical careers is not simply a matter of offering equal access to all vocational programs, however. These technical jobs require strong backgrounds in math, science, and technology -- areas traditionally avoided by girls and women. Age-old barriers continue to discourage young women from pursuing education and careers in these fields. The barriers include:

(1) Loss of confidence and self-esteem during adolescence, reducing their chances for risk-taking

(2) The nerd factor (choosing a difficult course may not be seen as "cool")

(3) The stereotype of girls not being good at science which impacts both student and parent/teacher expectation

In the workforce, scientific and technological occupations remain highly segregated along gender lines. In education, many students as well as educators continue to perceive science and math as part of the male world.

Recommendations for Local Partnerships

EXPERTISE

--As consortia are developed to implement the partnership, at least one person with specific expertise in the education, training, and implementation needs of young women must be identified and appointed as a required person on the core organized team.

--A special advisory group should be formed to advise the Core Consortia as to what could be done to make the workforce system more equitable and to insure success for young women in the transition to work life.

RECRUITMENT

--Since most young women are unfamiliar with nontraditional jobs, School-to-Work Opportunities programs in male-intensive occupations will have to educate them about nontraditional options as part of the recruitment process.

--Recruitment materials should emphasize information about the specific types of work made possible by nontraditional training, and the salary range for both entry level and experienced workers.

--All brochures, flyers, radio and television recruitment should feature photographs and testimonials from women working in nontraditional occupations. Include the benefits of higher wages in balancing work and family.

--Programs should try to recruit more women than they plan to train or involve in the initiative to allow for attrition by those recruits who find that nontraditional work is not appropriate for them.

Assessment and Career Exploration

--Many standard assessment tools evaluate interests and aptitudes that are based on past experience. As a result, they tend to screen young women out of jobs which are nontraditional for women. Because no unbiased assessment tool has yet been developed, assessment for School-to-Work should include interviews that identify skills and interests which may be transferrable to nontraditional employment.

--Because young women are likely to express interest in only those jobs with which they are familiar, assessment should follow career exploration activities, including provision of career information, access to role models in nontraditional careers, visits to worksites, and hands-on experience with "tools of the trade."

Prevocational Training

--To insure young women's success in nontraditional training and employment, training programs in male-intensive occupations should include occupationally specific math skills, tool identification and use, and physical conditioning. (This process can also be used for young men.)

Survival Skills

--Young women in nontraditional occupations must be prepared for the sexual harassment and isolation they are likely to face both in the classroom and in the workplace.

--Survival skills training for nontraditional occupations should include instruction in women's legal rights on the job and techniques to prevent, diffuse, and respond to sexual harassment.

--Young women in nontraditional training should also have access to an ongoing support group for women participating in similar programs.

Preparing Employers and Unions

--Training programs in male-intensive occupations should prepare employers and unions to work with young women in the workplace. Suggested activities include workshops on how to prevent isolation on the job site, provision of changing facilities and equipment, and sexual harassment prevention. A strong top-down message should be given to all employees that sexual harassment will not be tolerated.

Training for Vocational Counselors and Instructors

--Like many young women themselves, some counselors and instructors may not know any women in nontraditional jobs and may not think that women can be interested and succeed in nontraditional work. In-service training for vocational counselors and instructors should include information about nontraditional jobs for women, instruction on how to present nontraditional career options to young women, and opportunity to speak with nontraditional role models.

Workshops for Parents

--Young women may not find support from parents for working in a nontraditional occupation. Workshops can help develop this support by acquainting parents with the types of nontraditional training and jobs available to their daughters and addressing parental fears and concerns. Such workshops should emphasize the career futures in technical and nontraditional fields and the higher wage potential which such jobs can offer.

School-to-Work planners can influence the process whereby young women learn about, choose, and prepare for careers. They are in a unique position to increase opportunities for women to pursue higher wage technical careers. By doing this, they can accomplish two complementary goals:

1. Meet the needs of young women for economic self sufficiency.
2. Meet the increasing demand for skilled workers for tomorrow's workplace.

APPENDIX G

New York State Career Options Institute Staff

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APPENDIX H

Prohibited Occupations

According to the New York State Department of Labor's *Laws Governing the Employment of Minors* (1993), the following occupations are prohibited by either State or Federal regulations.

STATE PROHIBITED OCCUPATIONS

No one **under age 18** may be employed in or assist in:

---any occupation at construction work, including wrecking, demolition, roofing, or excavating operation and the painting or exterior cleaning of a building structure from an elevated surface.

---any occupation involved in the operation of circular saws, bandsaws, and guillotine shears.

---any occupation in or about a slaughter and meat-packing establishment, or rendering plant.

---any occupation involved in the operation of power-driven wood-working, metal-forming, metal-punching, metal-shearing, bakery and paper products machines.

---any occupation involved in the operation of power-driven hoisting apparatus.

---any occupation involved in the manufacture of brick, tile, and kindred products.

---any occupation involving exposure to radioactive substances or ionizing radiation, or exposure to silica or other harmful dust.

---logging operations and occupations in the operation of any saw mill, lath mill, shingle mill, or cooperage-stock mill.

---any occupation in or in connection with a mine or quarry.

---as a helper on a motor vehicle.

---the care of operation of a freight or passenger elevator, except that minors over 16 may operate automatic, push-button control elevators.

---work in manufacturing, packing, or storing of explosives, or in the use or delivery of explosives.

---operating or using any emery, tripoli, rouge, corundum, stone, silicon carbide or any abrasive, or emery polishing or buffing wheel, where articles of the baser metals or iridium are manufactured.

---adjusting belts to machinery or cleaning, oiling, or wiping machinery.

---packing paints, dry colors, or red or white leads.

---preparing any composition in which dangerous or poisonous acids are used.

---operating steam boilers subject to Section 204 of the Labor Law.

---in penal or correctional institutions, if such employment relates to the custody or care of prisoners or inmates.

These prohibitions do not apply to minors younger than 18 who are apprentices individually registered in apprenticeship programs duly registered with the Commissioner of Labor or to student-learners enrolled in recognized cooperative vocational training programs, or to trainees in approved on-the-job training programs.

They do not apply to minors 16 to 18 years old who have completed training as a student-learner or trainee in an on-the-job training program, or have completed a training program given by a public school or a non-profit institution, which includes safety instruction approved by the Commissioner of Labor. There are regulations governing the approval of these safety instructions.

Additionally, State regulations forbid **minors under 16** being employed in or assisting in:

---any occupation in or in connection with a factory, except in delivery and clerical employments in an enclosed office of a factory or in dry cleaning stores, shoe repair shops and similar service stores.

---painting or exterior cleaning in connection with the maintenance of a building or structure.

---the operation of washing, grinding, cutting, slicing, pressing, or mixing machinery.

---operating or assisting in operating any machinery unless all moving parts other than keys, levers, or handles are so guarded as to prevent any part of the person or clothing of the operator from touching them.

---any employment in institutions in the Department of Mental Health. (However, participation in recreation and leisure activities, social skills development, companionship and/or entertainment as part of an organized volunteer program approved by the Commissioner of Mental Health does not constitute employment or assistance in employment and may be performed by youthful volunteers at least age 14.)

---industrial homework.

---places of entertainment as a rope or wire walker or gymnast unless the minor is protected by the use of safety devices or protective equipment, which comply with the provisions of the Federal Occupational Safety and Health Act.

---peddling; drug traffic; or any practice, exhibition, or place dangerous or injurious to life, limb, or morals.

New York State regulations for prohibited occupations in agriculture for 14 and 15 year-olds also exist. Contact the Division of Labor Standards for further information.

A **female of any age** may not be employed:

---In factory or mercantile establishments within four weeks after childbirth unless she presents to her employer a written statement expressing her desire for earlier employment and a written opinion by a qualified physician that she is physically and mentally capable of discharging the duties of her employment.

Federal Prohibited Occupations

In addition to the State regulations concerning prohibited occupations, there are 17 Federal Hazardous Orders in Non-Agricultural Occupations that prohibit the employment of **minors under age 18** engaged in interstate commerce. These orders apply to occupations:

1. in or about plants manufacturing or storing explosives or articles containing explosive components.
2. motor vehicle driver and outside helper.
3. coal-mining occupations.
4. logging and/or in the operation of any sawmill, lath mill, shingle mill, or cooperage-stock mill.
5. involved in the operation of power-driven wood-working machines.
6. involving exposure to radioactive substances and to ionizing radiation.
7. involved in the operation of elevators and other power-driven hoisting apparatus. (However, minor 16 and 17 year-olds are permitted to operate and ride on automatic enclosed elevators.)
8. involved in the operation of power-driven metal-forming, punching and shearing machines.
9. in connection with mining, other than coal.
10. involving the operation, setting up, adjusting, cleaning, oiling, wiping, or repairing of a meat slicer.
11. involved in the operation of certain power-driven bakery machines.
12. involved in the operation of certain power-driven paper products machines.
13. involved in the manufacture of brick, tile, and kindred products.
14. involving the operation of power-driven circular saws, band saws, and guillotine shears.
15. involving wrecking, demolition, and shipbreaking operations.
16. involving roofing operations.
17. involving excavation operations.

NOTE: Orders 5, 8, 10, 12, 14, 16, and 17 contain exemptions for apprentices and student learners, and high school graduates who have completed training as student learners, when employed under prescribed conditions.

APPENDIX I

Permitted Working Hours for Minors Under Age 18

MINORS ATTENDING SCHOOL WHEN SCHOOL IS IN SESSION

Age of Minor (Boys & Girls)	Industry or Occupation	Maximum Daily Hrs.	Max Wkly Hrs.	Max Days perWk.	Permitted Hours
14 and 15	All occupations except farm work, newspaper carrier and street trades	3 hours on school days.[1] 8 hours on other days	18	6	7AM to 7PM
16 and 17	All occupations except farm work, newspaper carrier and street trades	4 hours on days preceding school days (i.e., Mon, Tues, Wedns., Thurs.)[2] 8 hours on Fri., Sat., Sun. and holidays	28	6	6AM to 10PM[3]

WHEN SCHOOL IS NOT IN SESSION (VACATION)

14 and 15	All occupations except farm work, newspaper carrier and street trades	8 hours	40	6	7AM to 9PM June 21 to Labor Day
16 and 17	All occupations except farm work, newspaper carrier and street trades	8 hours	48[4]	6[4]	6AM to Midnight[4]

MINORS NOT ATTENDING SCHOOL

16 and 17	All occupations except farm work, newspaper carrier and street trades	8 hours	48[4]	6[4]	6AM to Midnight[4]

---

[1]/ Students 14 and 15 enrolled in an approved work study program may work 3 hours on a school day; 23 hours in any one week when school is in session.

[2]/ Students 16 and 17 enrolled in an approved Cooperative Education Program may work up to 6 hours on a day preceding a school day other than a Sunday or Holiday when school is in session as long as the hours are in conjunction with the program.

[3]/ 6AM to 10PM or until midnight with written parental and educational authorities' consent on a day preceding a school day and until midnight on a day preceding a non-school day with written parental consent.

[4]/ This provision does not apply to minors employed in resort hotels or restaurants in resort areas.

Permitted Working Hours for Minors Under Age 18

FARM WORK

Age of Minor (Boys & Girls)	Industry or Occupation	Maximum Daily Hrs.	Max Wkly Hrs.	Max Days per Wk.	Permitted Hours
12 and 13	Hand harvest of berries, fruits and vegetables.	4 hours	--	--	June 21 to Labor Day/ 9AM to 4PM Day after Labor Day to June 20
14 and older	Any farm work		--	--	--

NEWSPAPER CARRIERS

11 to 18	Delivers, or sells and delivers newspapers, shopping papers, or periodicals to homes or business places.	4 hours on school days 5 hours on other days	--	--	5AM to 7PM or 30 minutes prior to Sunset, whichever is later

STREET TRADES

14 and 18	Self-employed work in public places selling newspapers or work as a shoeshiner.	4 hours on school days 5 hours on other days	--	--	6AM to 7PM

Chart from the New York State Department of Labor's
Laws Governing the Employment of Minors

APPENDIX J

Department of Labor Directory

Areas and Counties Served	Labor Market Analyst
REGION: Capital AREAS: Albany-Schenectady-Troy MSA, Glens Falls MSA COUNTIES: Albany, Columbia, Greene, Rensselaer, Saratoga, Schenectady, Warren, Washington	James H. Ross Saratoga Mall 3035 Route 50 Saratoga Springs, NY 12866 Phone: (518)587-8508 Fax: (518)584-1677
REGION: Central New York AREAS: Syracuse MSA COUNTIES: Cayuga, Cortland, Onondaga, Oswego	Roger Evans 450 S. Salina Street, Room 300 Syracuse, NY 13202 Phone: (315)479-3390 Fax: (315)479-3421
REGION: Finger Lakes AREAS: Rochester MSA COUNTIES: Genesee, Livingston, Monroe, Ontario, Orleans, Seneca, Wayne, Wyoming, Yates	William Ramage 130 West Main Street Rochester, NY 14614 Phone: (716)258-8870 Fax: (716)258-8881
REGION: Hudson Valley AREAS: Dutchess County PMSA, Newburgh PMSA, (Orange Co., NY and Pike Co., PA) COUNTIES: Dutchess, Orange, Putnam, Rockland, Sullivan, Ulster, Westchester	Frank Surdey 30 Wall Street Binghamton, NY 13901 Phone: (607)773-7202 Fax: (607)773-7218
REGION: Long Island AREAS: Nassau-Suffolk PMSA COUNTIES: Nassau, Suffolk	Gary E. Huth 303 W. Old Country Road Hicksville, NY 11801 Phone: (516)934-8559 Fax: (516)934-8553

REGION: Mohawk Valley
AREAS: Utica-Rome MSA
COUNTIES: Fulton, Herkimer, Madison, Montgomery, Oneida, Schoharie

Mark Barbano
State Office Building
207 Genesee Street, Room 604
Utica, NY 13501
Phone: (315)793-2282
Fax: (315)793-2514

REGION: New York City
AREAS: New York Combined Area, New York PMSA, New York City
COUNTIES: Bronx, Kings, New York, Queens, Richmond

James P. Brown
1 Main Street, Room 921
Brooklyn, NY 11201
Phone: (718)797-7692
Fax: (718)797-7704

REGION: North Country
COUNTIES: Clinton, Essex, Franklin, Hamilton, Jefferson, Lewis, St. Lawrence

Alan Beideck
11 St. Bernard Street
Saranac Lake, NY 12983
Phone: (518)891-6680
Fax: (518)891-5608

REGION: Southern Tier
AREAS: Binghamton MSA, Elmira MSA
COUNTIES: Broome, Chemung, Chenango, Delaware, Otsego, Schuyler, Steuben, Tioga, Tompkins

Joseph Kozlowski
30 Wall Street
Binghamton, NY 13901
Phone: (607)773-7202
Fax: (607)773-7218

REGION: Western New York
AREAS: Buffalo-Niagara Falls MSA, Jamestown MSA (Chautauqua Co.)
COUNTIES: Allegany, Cattaraugus, Chautauqua, Erie, Niagara

George Smyntek
290 Main Street
Buffalo, NY 14202
Phone: (716)851-2742
Fax: (716)851-2792

Revised 5/23/94

Chart from the New York State Department of Labor's
Laws Governing the Employment of Minors

APPENDIX K

Service Learning Projects

This list of service learning projects young people (ages 12-15) have actually done may stimulate further creativity in identifying engaging service learning activities.

Solving Community Problems

- Improve the natural environment
  - Water quality
  - Wildlife habitat
- Monitor the environment
  - Air quality
  - Water quality
  - Soil erosion
  - Wasted heat
- Restore a neglected cemetery
- Help the elderly
  - Organize meals on wheels
  - Shop
  - Shovel snow
  - Mow lawns
  - Visit nursing homes
  - Adopt a grandparent
- Register voters
- Create a youth center
- Organize recreation for younger children
- Show movies
- Set up a peer counseling program
- Campaign against drunk driving

Educating

- Teach
  - Crafts
  - English
  - Pet care
  - Organic gardening
  - Health and safety
  - Energy conservation
  - Crime prevention
- Tutor younger children
- Develop instructional video tapes
- Create a hands-on museum
- Volunteer as teachers' aides

Communicating

- Start a community newspaper
- Make a video tape about a public issue
- Publish a magazine on local history
- Operate a consumer information service
- Youth issues
  - Legislation affecting youth
  - Minors' rights
  - Bulletin on activities for youth
  - Health and safety
  - School policies and issues
- Organize a drama troupe
  - Entertain
  - Inform
- Paint a public mural
- Create displays
- Give speeches

APPENDIX L

Career Exploration Internship Program Model Programs

Cattaraugus-Allegany BOCES
1825 New Windfall Road
Olean, NY 14760
Contact: *Karen Benjamin* (716) 372-8293

Columbia High School
Luther Road
East Greenbush, NY 12061
Contact: *Loraine Gillette* (518) 477-8711

Mohanasen High School
2072 Curry Road
Schenectady, NY 12303
Contact: *Betty Jarvis* (518) 356-5010

Shaker High School
445 Watervliet-Shaker Road
Latham, New York 12110
Contact: *Richard Heim* (518) 785-5511

Shenendehowa High School
970 Route 146
Clifton Park, NY 12065
Contact: *Susan Engel* (518) 371-4763

APPENDIX M

Essential Skills and Dispositions

as defined by the

Office of Elementary, Middle, Secondary and Continuing Education

of the New York State Department of Education

A person who is prepared to live well, to work productively, and to participate effectively in civic and political life in a democracy exhibits the following skills and dispositions. An effective curriculum develops these essential skills and dispositions in every student across all subject areas.

A. Managing Resources

Resources include time, fiscal and material means, and human qualities and endeavors which are needed to carry out activities.

1. Identifies, organizes, plans, and allocates resources — time, fiscal, materials, and human — to accomplish goals.
2. Monitors, reflects upon, and assesses one's own progress and performance.

B. Managing Information

Information management focuses on the ability to access and use information from various sources, such as other people, libraries, museums and other community resources.

1. Acquires and evaluates information using a wide variety of sources and technologies.
2. Manages, organizes, interprets, and communicates information for different purposes.
3. Accesses and processes information acquired from data bases, computer networks, and other emerging information systems.
4. Appreciates and gains understanding of new developments in information technology.
5. Selects and analyzes information and communicates the results to others using written, graphic, pictorial, or multimedia methods.

C. Developing Personal Competence

Personal competence includes self-management and the ability to plan, organize, and take independent action.

1. Exhibits integrity and honesty.
2. Takes initiative and personal responsibility for events and actions.
3. Exhibits ethical behavior in home, school, workplace, and community.
4. Regards oneself with esteem and others with respect, with intelligent and humane regard for cultural differences and different abilities.
5. Balances personal, family, and work life.

D. Developing Interpersonal and Citizenship Competencies

Interpersonal competencies lead to good teamwork and cooperation in large and small groups in family, social, and work situations. Citizenship competencies make for effective participation in our democratic society.

1. Can analyze new group situations.
2. Participates as a member of a team. Works cooperatively with others and contributes to the group with ideas, suggestions, and effort.
3. Teaches others. Helps others learn.
4. Exercises leadership. Communicates thoughts, feelings, and ideas to justify a position; encourages, persuades, convinces, or otherwise motivates an individual or group.
5. Negotiates and works toward agreements that may involve exchanging resources or resolving divergent interests.
6. Understands, uses, and appreciates multiple perspectives. Works well with males and females and with people from a variety of ethnic, social, or educational backgrounds.
7. Joins as an informed participant in community, civic, and political life.

E. Working With Systems and Technology

Systems skills include the understanding and ability to work with and within natural and constructed systems. Technology is the process and product of human skills and ingenuity in designing and making things out of available resources to satisfy personal and societal needs and wants.[5]

1. Understands systems. Knows how social, organizational, biological, and technological systems work and operates effectively within them.
2. Monitors and corrects performance. Distinguishes trends, predicts impact of actions (inputs) on system operations, uses output to diagnose deviations in the functions (processes) of a system, and takes the necessary action (feedback) to correct performance.
3. Designs and improves systems. Makes suggestions to improve existing systems and develops new or alternative ones.
4. Selects technology. Judges which set of procedures, tools, apparatus, or machines, including computers and their programs, will produce the desired results.
5. Applies technology to tasks. Understands the overall intent and the proper procedures for using tools, setting up and using apparatus, and operating machines, including computers and their programming systems.

F. Developing Entrepreneurial Skills

Entrepreneurial skills include both the cognitive abilities needed to make informal judgments, leading to creative and effective activity, and the disposition to meet challenges as varied as public speaking, musical performance, physical activity, and many more. Such skills include exploring the unknown and challenging conventions.

1. Makes considered and informed judgments.
2. Meets and accepts challenges.
3. Makes considered and informed assertions; makes commitments to personal visions.

---

[5]/ This definition of technology is taken from Cecily Canaan Selby, "Technology: From Myths to Realties," Phi Delta Kappan (May 1993), p. 685.

4. Acts appropriately when the outcome is uncertain.
5. Responsibly challenges conventions and existing procedures or policy.
6. Uses self-evaluation to adjust and adapt.
7. Experiments creatively.

G. Thinking, Solving Problems and Creating

The thinking and problem-solving category includes observing, experimenting, and drawing upon elements listed under the other essential skills categories. Creativity can be expressed through different types of intelligences such as logical/sequential, visual/spatial, musical, kinesthetic, and interpersonal.

THINKING

1. Makes connections; understands complex relationships and interrelationships.
2. Views concepts and situations from multiple perspectives in order to take account of all relevant evidence.
3. Synthesizes, generates, evaluates, and applies knowledge to diverse, new, and unfamiliar situations.
4. Applies reasoned action to practical life situations.
5. Imagine roles not yet experienced.

SOLVING PROBLEMS

6. Designs problem-solving strategies and seeks solutions.
7. Asks questions and frames problems productively, using methods such as defining, describing, gathering evidence, comparing and contrasting, drawing inferences, hypothesizing, and posing alternatives.
8. Re-evaluates existing conventions, customs, and procedures in solving problems.
9. Imagines, plans, implements, builds, performs, and creates, using intellectual, artistic, dexterous, and motor skills to envision and enact.

10. Chooses ideas, procedures, materials, tools, technologies, and strategies appropriate to the task at hand.
11. Adjust adapts, and improvises in response to the cues and restraints imposed by oneself, others, and the environment.
12. Makes decisions and evaluates their consequences.

CREATING

13. Translates cognitive images and visions into varied and appropriate communication of ideas and information, using the methods of one or more disciplines — *Imaging*.
14. Originates, innovates, invents, and recombines ideas, productions, performances, and/or objects — *Creating*.
15. Responds aesthetically — *Appreciating*.

APPENDIX N

Acronyms Glossary

ACC	Adult Career Counseling
ACCESS	Adult Centers for Comprehensive Education and Support Services
ADA	Americans with Disabilities Act
AFDC	Aid to Families with Dependent Children
APC	Action for Personal Choice
ARSIP	Apprenticeship Related and Supplemental Instruction Program
AVE	NYS Department of Labor's Adolescent Vocational Exploration Program
BOCES	Boards of Cooperative Educational Services
CBO	Community Based Organization
CBVH	Commission of the Blind and Visually Handicapped
CCA	Comprehensive Career Assessment
CCSSO	Council of Chief State School Officers
CEIP	Career Exploration Internship Program
CM	Case Management
CO-OP	Cooperative Occupational Education Program
CPESS	Central Park East Secondary School
CSE	Committee on Special Education
CWEP	Community Work Experience Program
DCOEP	Diversified Cooperative Occupational Education Program
DED	Department of Economic Development
DLEA	Designated Local Education Agent
DOCP	Diversified Occupational Cooperative Program
DOE	Department of Education
DOL	Department of Labor
EAP	Entrepreneurial Assistance Program
EDGE	Education for Gainful Employment
EPA	Environmental Protection Agency
EPE	Employment Preparation Education
ESC	Entrepreneurial Support Center
ESOL	English for Speakers of Other Languages

FFA	Future Farmers of America
FLSA	Fair Labor Standards Act
FTE	Full Time Equivalent
GEWEP	General Education Work Experience Program
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
ILCS	Independent Living Centers
JA	Junior Achievement
JATC	Joint Apprenticeship Training Councils
JOBS	Job Opportunity and Basic Skills
JTPA	Job Training Partnership Act
LDSS	Local Departments of Social Services
LEP	Limited English Proficiency
MOA	Memorandum of Agreement
NAC	Neighborhood Advisory Council
NYS	New York State
NYSED	New York State Education Department
OMH	Office of Mental Health
OMRDD	Office of Mental Retardation and Developmental Disabilities
OSHA	Occupational Safety and Health Administration
OWPCE	Office of Workforce Preparation and Continuing Education
PAVE	Department of Labor's Progressive Adolescent Vocational Exploration Program
PECE	Practical Education for Citizenship and Employment
PIC	Private Industry Council
PTA	Parent Teacher Association
REAL	Real Entrepreneur through Action Learning
SABA	School And Business Alliance
SCANS	Secretary's Commission on Achieving Necessary Skills
SCORE	Service Corps Of Retired Executives
SED	State Education Department
SETRC	Special Education Training and Resource Centers
STEP	Summer Training and Education Program
STW	School-to-Work
SWOA	School-to-Work Opportunity Act
TANF	Temporary Assistance to Needy Families (replaces AFDC)

TBIC	The Business Incubator Center
TRE	Training Related Expenses
VATEA	Vocational and Applied Technology Education Act
VESID	Vocational and Educational Services for Individuals with Disabilities
WAVE	Work Achievement Value in Education
WECA	Work Experience Coordinators' Association
WECEP	Work Experience and Career Exploration Program
WIIFM	What's In It For Me

APPENDIX O

Glossary

All Aspects	As defined by the School-to-Work Opportunities Act, "all aspects of an industry" means exposure to all aspects of an industry or industry sector a student is preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor and community issues, health and safety issues, and environmental issues related to the industry or industry sector.
All Students	As defined by the Act, "all students" means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial, ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited-English proficiency, migrant children, school dropouts, and academically talented students.
Basic Skills	According to SCANS, Basic Skills consist of essential academic knowledge and personal abilities that serve as a basis for all subsequent learning. Academic basic skills are composed of three types: 1) Reading - understand and interpret written information in prose and graphical form. 2) Writing - organize and communicate thoughts and information via different formats. 3) Mathematics - compute and solve practical problems using a variety of mathematical tools.

Personal abilities are composed of two types:

1) Listening - recognize and interpret verbal messages or other cues.
2) Speaking - organize and communicate information vocally.

Benchmarking

Benchmarking is the continuous process of measuring products, services, and practices against strong competitors or recognized industry leaders. It is an ongoing activity, intended to improve performance; it can be applied to all facets of operations; it requires a measurement mechanism so that the performance "gap" can be identified; and it focuses on best practice, which enable comparisons of processes between enterprises that are unlike.

Block Scheduling

Block scheduling is a means of circumventing the time constraints of a single class period. The traditional school day is typically divided into six or seven classes that each last from 45 to 55 minutes. With few exceptions, all classroom instruction begins and ends within the allotted time period.

Blocked courses may be scheduled for two or more continuous class periods to allow students greater time for laboratory or project-centered work, field trips or work-based learning, and special assemblies or speakers. Moreover, block scheduling reduces the time lost in passing between classes and starting and stopping instruction.

Career Guidance and Counseling

As defined by the Act, the term "career guidance and counseling" means programs - (A) that pertain to the body of subject matter and related techniques and methods organized for the development in individuals of career awareness, career planning, career decision making, placement skills, and knowledge and understanding of local, State, and national occupational, educational, and ongoing market needs, trends and opportunities; (B) that assist individuals in making

	and implementing informed educational and occupational choices; and (C) that help students develop career options with attention to surmounting gender, race, ethnic, disability, language or socioeconomic impediments to career options and encouraging careers in nontraditional employment.
Career Ladder	The American economy is composed of a number of large industries that each produce a unique set of products and services. Although there is as yet no clear taxonomy to describe these industries, examples that have been proposed include communication, finance, health care, manufacturing, and transportation. Within each industry area, workers may choose from a wide variety of careers that each require specific types of skills. Individuals typically enter their selected job at levels that correspond to their skill holdings, and advance in their career by securing additional training and on-the-job experience over time.
Career Major	A career major is a sequence of courses/field of study integrating academic/occupational, school and work-based learning and preparing students for employment in a broad occupational cluster or industry sector. Typically, it includes two years secondary/one to two years postsecondary education.
Compact	Compacts are informal contracts among community leaders who agree to work together to define common goals and strategies for initiating and sustaining local educational reform. Compact representatives may include politicians, secondary school superintendents, college presidents, and heads of business organizations. Compacts provide a structure of mutual accountability, because all participants agree to work together and separately to support group goals. Efforts on the part of compact members include creating employment opportunities for students, restructuring educational systems, and exerting political pressure to support reform efforts.

Connecting Activities	Connecting activities are programmatic or human resources that are intended to help link school and work-based educational programs defined in the School-to-Work Opportunities Act legislation. As defined in the Act, connecting activities include: 1) matching students with work-based opportunities, 2) using school site mentors to act as liaisons between educators, business, parents, and community partners, 3) technical assistance to help employers design and educators design comprehensive school-to-work programs, 4) technical assistance to schools to help teachers integrate school and work-based learning, as well as academic and occupational subject matter, 5) encouraging active business involvement in school and work-based activities, 6) assistance to school-to-work completers to help them find appropriate work, continue their education or training, and link them to other community services, 7) evaluation of post-program outcomes to assess program success, particularly with reference to selected populations, and 8) linking existing youth development activities with employer and industry strategies for upgrading worker skills.
Contextual Learning	Contextual Learning is instruction that imparts knowledge within the "context" in which it will later be used. Linking abstract concepts with real life problems, contextual learning enables students to personally test and prove academic theories via tangible, real world applications. Stressing the development of "authentic" problem-solving skills, contextual learning is designed to blend the teaching of skills and knowledge in a specific industry or occupational area.
Cooperative Education	Cooperative education is a method of instruction whereby students alternate or parallel their high school or postsecondary studies, including required academic and vocational courses, with a job in a field related to their academic or occupational objectives. Students receive course credit for both their classroom and work experiences.

	Secondary cooperative education may or may not include paid work experiences, although an objective of postsecondary cooperative education is earning the funds necessary for continuing or completing one's postsecondary education.
Dual Enrollment	This is a program of study allowing high school students to earn credits simultaneously toward a high school diploma and a postsecondary degree or certificate. Written articulation agreements formalize course placements, the transfer of academic and vocational credits among institutions, and the role of secondary and postsecondary instructors.
General Track	Many high schools use achievement or ability tests to group students into academic, vocational, or general programs of study. Unlike the academic track, which offers advanced instruction to the college bound, or the vocational track, which outfits youth with entry-level job skills, the general track is characterized by a less rigorous and more broadly defined curriculum and prepares students neither for college nor workforce entry.
High Wage, High Skill	This conceptual model is based on the notion that if employers pay wages and benefits higher than those in other countries, the economy will thrive. Offering high wages requires sophisticated, more efficient production techniques. This shift to what has been called a "high performance workplace" means that workers must have advanced skill holdings that make them more flexible and productive. Advanced skills include a solid foundation in basic and more higher level academics, as well as the ability to work in teams, accept group responsibility, learn new skills, and adopt to changing technology. Strategies that have been suggested for creating this kind of workforce include improving on the quality of education offered within secondary and postsecondary institutions, and offering programs that help smooth the transition from school to work.

Local Partnership	As defined by the Act, a local partnership is an entity responsible for local School-to-Work Opportunities programs that - (A) consists of employers, representatives of local educational agencies and local postsecondary educational institutions (including representatives of area vocational education schools, where applicable), local educators (such as teachers, counselors, or administrators), representatives of labor organizations or non-managerial employee representatives, and students; and (B) may include other entities, such as - employer organizations, community-based organizations; national trade associations working at the local levels; industrial extension centers; rehabilitation agencies and organizations; registered apprenticeship agencies; local vocational education entities; proprietary institutions of higher education; local government agencies; parent organizations; teacher organizations; vocational student organizations; private industry councils; federally recognized Indian tribes, and Native Hawaiian entities.
Occupational Clusters	A grouping of occupations from one or more industries that share common skill requirements is know as an occupational cluster. Occupational clusters form the basis for developing national skill standards, organizing instruction in all aspects of an industry, establishing career academies, and creating career clusters as part of school-to-work programs.
Outcomes	Outcomes are measurable aspects of student or program performance. They form the basis of performance measurement efforts, which assess how well an education system is meeting agreed-upon goals. Student outcomes answer the question, "What do we want students in our program to know, understand, or be able to do?" Program outcomes answer the question, "How well is our program achieving these student outcomes?" Program outcomes are typically aggregate measures of student outcomes.

Registered Apprenticeship Agency	Such an agency is the Department of Labor, Bureau of Apprenticeship and Training or other appropriate body for State registration or approval of local apprenticeship programs and agreements for Federal purposes recognized/approved by the Bureau of Apprenticeship and Training.
Registered Apprenticeship Program	Program registered by the above.
School Dropout	Youth no longer attending any school who has not received a secondary school diploma or certificate from an equivalency program is considered a school dropout.
School-Sponsored Enterprise	A school-sponsored enterprise entails the production of goods or services by students for sale to or use by others. School-sponsored enterprises typically involve students in the management of the project. Enterprises may be undertaken on or off the school site.
School-to-Work Opportunities Program	Program that meets the requirements of this Act.
Secondary School	A secondary school is a nonprofit day or residential school providing secondary education as determined under State law, except not beyond grade 12, or a Job Corps Center under the Job Training Partnership Act.
Skill Certificate	This is a portable, industry-recognized credential, issued by School-to-Work programs under an approved State plan, certifying that the student has mastered skills at least as challenging as those endorsed by the National Skills Standards Board. Until such skill standards are developed, credentials are issued according to processes described in the approved State plan.

Skill Standard	A skill standard specifies the level of knowledge and competence required to perform successfully in the workplace. Standards are being developed along a skill continuum from (1) general work readiness skills, and (2) core skills for or knowledge of an industry, to (3) skills common and advanced academic competencies, employability competencies, and technical competencies. Development of these standards is tied to efforts to certify students' and workers' skills.
Work-based Learning	Learning that takes place in the workplace is work-based learning. Work-based learning includes a number of different activities that can be arrayed along a continuum from shorter-term, introductory types of experiences to longer-term, more intensive ones, including paid work experiences and formal training. Although work-based learning activities vary, they generally involve schools and employers working together to devise objectives, activities and work tasks, and, sometimes, criteria for monitoring or assessing students.

FIELD TRIPS, TOURS
&
FIELD STUDIES
&
WORKSITE AUDITS

CITY SCHOOL DISTRICT
SCHOOL-TO-WORK TOURS

See *Field Trips,* Case Study #1

COURTESY OF THE "CAREER RESOURCE DIRECTORY" RACEC & SABA

FIELD TRIP/FIELD STUDY PLANNER FOR TEACHER/ADMINISTRATOR

During this learning activity for students at a workplace, students are assigned a task to complete. They'll receive pre-visit instructions from the trip planner. Data collection and research are part of the activity, as well as written documentation and follow-up.

This planner will help you, the trip coordinator, plan for a successful experience for your students.

Plan and arrange:

-- Expenses: transportation, refreshments at the worksite.
-- Transportation, paperwork, administrative approval, parent approval.
-- Safety, supervision and group size.
-- Benefits to the students relative to career education.
-- Permission slips signed by parent/guardian are on file.

With your students and partner:

-- Discuss the trip in advance with students and chaperons with regard to finances, date, time, place, appropriate dress, behavior and expected results.

--Review the *Company Tour Report* with students.

Using student ideas and suggestions, design the nature of the research or task students will complete and document.

Give students specifics to observe (see *Company Tour Report*):

-- Types of work or tasks performed at the site.
-- Job titles and functions connected to the position.
-- Technology available to employees.
-- Communication skills required of employees.
-- Skills/abilities demonstrated by employees that are also demonstrated in class by students, e.g., cooperation, communication, decision-making, problem-solving, etc.

Follow-up on the site visit by:

-- Writing thank you notes to all who helped make the visit possible.
-- Sharing your findings with other classes and colleagues.

For students:

-- Use the *Company Tour Report*.
-- Take notes while at the site for follow-up discussion.
-- Write up a summary/task of what was observed at the worksite.
-- Share the experience in a class presentation.
-- Assist the trip coordinator with thank you note.

BEFORE THE EXPLORATION:

-- If you have any questions about expectations, the participants, times, dates, or would like to arrange for audiovisual equipment, contact us at the School and Business Alliance of Broome and Tioga Counties.

-- Use the Career Conversations in this guide to help you analyze your job. Space is provided so you can jot down notes.

DURING THE EXPLORATION:

-- Put yourself on friendly terms with your audience. Relate a humorous anecdote or a story related to your topic or simply adopt an informal, conversational speaking style.

-- Talk about yourself and your job -- minimize your product or service.

-- Involve participants in hands-on activities by asking them to take part in a task, assist in a demonstration or answer questions.

-- Make use of audiovisuals, pictures, displays, tools and brochures. If you wear a uniform on your job, please wear it.

-- Use examples of the skills and attitudes needed on your job that are familiar to the people with whom you're talking.

AFTER THE EXPLORATION:

-- Please complete the Presenter/Host Evaluation form and return it to the School and Business Alliance (if appropriate).

CAREER CONVERSATIONS:

Job Title: ____

1. **What do you do on the job?**

   Do you work more with DATA, PEOPLE, IDEAS or THINGS?

   Decisions you make:

   Equipment/Tools you use:

   Products:

2. **What personal characteristics and interests are required?**

   Job likes and dislikes:

   Attitude needed:

   Type of interaction with other workers:

3. **What are the educational requirements of the job?**

   High School subjects:

   2 year, 4 year degree or further:

   On-the-job training, apprenticeship or other training:

4. In what kind of environment do you work?

Your work setting: (factory, office, dangerous, high pressure, outside...)

Physical and/or psychological demands:

Travel required:

Hours, shifts:

Union, non-union

5. Career Paths

What are some possible career paths leading to this job?

What are some related skills and training?

Other employers?

What are possible future career paths?

6. What is the employment outlook for people entering your field in the future?

Salary ranges, benefits:

Geographic location:

See *Field Trips*, Case Study #1

Rochester City School District

CAREER EXPLORATION FIELD TRIPS, TOURS AND FIELD STUDIES TRIP PLANNER AND REQUEST PROCESS

It's easy! Simply follow these steps for a great work-based experience:

-- Decide which area(s) of your program students need to observe in use in an office, factory, farm, museum...wherever employees are working.

-- Call your district sponsor (contact) to receive approval for funding. Please note that in some cases that funding is on a first-come-first-served basis.

-- Set a date for the tour.

-- Complete the "Field Trip Request Form" in the school office.

-- Get your principal's approval and signature.

-- Send the entire form to your district sponsor. It will be coded and one part sent to transportation, and one part back to you.

-- Be sure to confirm with your host and with transportation as the date approaches.

-- Use the attached "Company Tour Report" to prepare your students a few days before the tour. Tie the trip to your instructional goals! Help them fill out the top portion and go over the rest with them. Add your own (or your students') questions if you'd like.

-- Bring their reports on the trip so they can use them to take notes and check off what they observe.

-- If requested, share the tour reports with your district sponsor. They will be collated. You will receive a composite report.

-- Decide where to take your students next!

Rochester City School District: 131 West Broad St., Rochester, NY 14614
Phone (716) 262-8382
Fax (716) 262-8330

FIELD TRIPS, TOURS & FIELD STUDIES

(For classroom use prior to visit and for follow-up activities)

A Discussion Guide:

Who, What and Where??

-- Company name and address
-- Overview type of business/industry, i.e., product manufactured, or service provided.
-- Number of employees, types of jobs, data, people, things, ideas.
-- Outline other areas for students to focus on.
-- Secure brochures, etc., prior to the tour.
-- Can pictures be taken for follow-up discussion?

The Environment:

-- Describe the exterior of the facility.
-- Is the facility landscaped?
-- What transportation options are there to get to work?
-- Describe the neighboring businesses/industry.
-- Is it a large facility?
-- Describe the interior of the facility.
-- Are there windows?
-- What are the work areas like?
-- How would you like to work in this environment, i.e., noise, windows, etc.?
-- How are employees dressed?
-- Is the environment friendly?

Working Conditions:

-- Do the workers primarily stand, sit, or walk to perform work tasks?
-- What physical demands are required?
-- Do workers interact with others or work primarily alone?
-- Are uniforms required?
-- Are identification badges required?
-- What facilities are available for breaks, lunch, etc.?

Technology:

-- Is technology evident? In what form?
-- Do you recognize any of the equipment?
-- Describe how some of the equipment is used.
-- What kind of training or education may be necessary to use the technology?
-- What technological experiences have you had in school, at home, or at work that you could build on.?
-- How do you feel about a career that uses high tech equipment?
-- Do you think it is as important to continue to learn new technology in this occupational area.?

TOUR LOG OF WORKPLACE VISIT

Tour Date: ____________________ No. of Students/Staff: ____________________

Business or Industry Workplace Visited: ____

____

____

Address: ____

____

Phone: ____

Contact Person: ____

(Key) Notes: ____

____

____

____

____

____

Special Arrangements:
(transportation, lunch, times, safety glasses, equipment, permissions, etc.)

____

____

____

____

____

____

____

____

Rochester City School District

COMPANY TOUR REPORT

Your name: ______________________ School: ____________________ Date: ____________

Your grade level: ______________________________

Name of company you visited: ____

What department did you visit? ____

1. What kind of business is this:

A. Sales of ____

B. Manufacturer of ____

C. Services ____

D. Personnel ____

E. Financial ____

F. Other ____

2. Did you see:

mostly men? _____

mostly women? _____

both men and women? _____

3. How old were the employees?

______________ young (16-35)

______________ middle (35-49)

______________ older (50+)

4. What did you notice about the employees' appearance and clothing?

____

____

5a. What did you notice about the employees' surroundings?

(quiet, noisy, comfortable, relaxed, fast paced, structured, etc.)

____

____

5b. What work were the employees trying to accomplish?

____

____

6. Which employee skills, responsibilities, duties or activities did you observe?

_____building
_____calculating
_____computing
_____communicating
_____designing
_____distributing
_____explaining
_____filing
_____helping
_____interacting with people
_____mailing
_____making
_____managing
_____operating
_____ordering
_____organizing
_____speaking
_____supervising
_____telephoning
_____training
_____welding
_____any others?
____

7. What equipment did you notice?

_____shop equipment
_____business machines
_____calculators
_____computers
_____copiers
_____duplicating machines
_____filing equipment
_____mailing equipment
_____telephone
_____typewriter
_____any others?
____

8. Did you notice any safety precautions at the worksite?

____

____

9. What are two interesting observations related to work and jobs that you made during the visit?

____

____

10. What did you observe that was different from what you expected?

____

____

11. Would you enjoy working at this business? Why? Why not?

____

____

Rochester City School District

WORKSITE AUDIT

Your name: ______________________ School: ____________________ Date: ___________

Your grade level: ______________________________

Name of company you visited: ____

What department did you visit? ____

1. What kind of business is this:

A. Sales of ____

B. Manufacturer of ____

C. Services ____

D. Personnel ____

E. Financial ____

F. Other ____

2. Did you see: mostly men? ____

mostly women? ____

both men and women? ____

3. How old were the employees?

______________ young (16-35)

______________ middle (35-49)

______________ older (50+)

4. What did you notice about the employees' appearance and clothing?

____

____

5a. What did you notice about the employees' surroundings?

(quiet, noisy, comfortable, relaxed, fast paced, structured, etc.)

____

____

5b. What work were the employees trying to accomplish?

____

____

6. Which employee skills, responsibilities, duties or activities did you observe?

_____building
_____calculating
_____computing
_____communicating
_____designing
_____distributing
_____explaining
_____filing
_____helping
_____interacting with people
_____mailing
_____making
_____managing
_____operating
_____ordering
_____organizing
_____speaking
_____supervising
_____telephoning
_____training
_____welding
_____any others?

____

7. What equipment did you notice?

_____shop equipment
_____business machines
_____calculators
_____computers
_____copiers
_____duplicating machines
_____filing equipment
_____mailing equipment
_____telephone
_____typewriter
_____any others?

____

8. Did you notice any safety precautions at the worksite?

____

____

9. What are two interesting observations related to work and jobs that you made during the visit?

____

____

10. What did you observe that was different from what you expected?

____

____

11. Would you enjoy working at this business? Why? Why not?

____

____

Parent/Guardian Forms

STEP

(Summer Training and Education Program)

STEPPING into school/STEPPING out to work

A Partnership: Cattaraugus-Allegany BOCES and the Allegany County Employment and Training Center

PARENT/GUARDIAN FORM

We, the undersigned, agree to make a strong commitment to the *1995 SUMMER TRAINING AND EDUCATION PROGRAM (STEP).* We understand and agree to the following:

1. **STEP** will operate from **July _ through August __**, 199_. The program will provide students with a daily mix of academic instruction and work experience.

2. The program will begin each weekday morning at **8:30 am.** Classes will run from 8:30 am until 12:00 pm. Qualified and committed teachers will provide the instruction and will be available to offer individualized instruction to students.

3. The student will be taking academic tests and answering questionnaires about his/her sexual attitudes and behavior. All answers will be kept confidential.

4. The student will participate in Life Skills classes that include discussions about preparing for a job and sexual behavior.

5. The student will be visiting a comprehensive health facility as part of the Life Skills classes and I, the parent or guardian:
   ( ) do give permission for my child to visit the health facility.
   ( ) do not give permission for my child to visit the health facility.

6. Each afternoon, the student will report to their assigned jobsite classroom for three hours of work experience.

7. The student will actively participate in class and at the worksite and agree to work hard to earn their pay. Students experiencing difficulties or problems in class or on the worksite will follow the resolution procedures outlined the first week of the program.

8. Families will encourage the student to attend and actively participate at school and on their jobsites. Throughout the summer, families will try to set aside time to discuss the program with the student.

9. Parents/Guardians have the option to inspect all the academic and Life Skills materials which will be used in STEP during the operation of the program. This review can be arranged by contacting the program's Lead Teacher or Practical Academics Teacher any time during the duration of the program.

10. To insure that proper year round support can be provided to students, Parents/Guardians agree to allow the STEP Program access to the student's school year grade and attendance reports.

______________________	______________________
Student Signature	**Parent/Guardian Signature**
______________________	______________________
Judy Hopkins, **STEP Coordinator** Allegany Co. Employment and Training Center	Karen Benjamin, **Education Coordinator** Cattaraugus-Allegany BOCES

See *Subsidized Employment*, Case Study #1

STEP

(Summer Training and Education Program)

STEPPING into school/STEPPING out to work

A Partnership: Cattaraugus-Allegany BOCES and the Allegany County Employment and Training Center

AUTHORIZATION OF CONSENT TO MEDICAL TREATMENT FOR MINOR CHILD

Allegany County Employment and Training Office, New York

Name of participant: ______________________ Age: _____ Birth date: ______________

Address: ____

Duration of consent to cover all STEP program activities from July 1, 19____ to June 30, 19____

List health concerns, physical activity restrictions, allergies, or other information you want the staff of the STEP program to know on behalf of your child's welfare.

____

Participant's Doctor: ______________________ Phone: ______________

Medicines participant is taking: ______________________________

Last tetanus shot: ______________________________

In the event I cannot be reached in an EMERGENCY, I hereby give permission to the physician selected by the STEP program authorized person in charge to X-ray, hospitalize, secure proper treatment for and to order injection, anesthesia, surgery or dental care for my child as named above.

Signature: ______________________ Date: ______________
(Parent or Guardian)

See *Subsidized Employment*, Case Study #1

AUTHORIZATION OF CONSENT TO MEDICAL TREATMENT FOR MINOR CHILD

Allegany County Employment and Training Office, New York

Page #2 - continued

PARENT OR GUARDIAN INFORMATION:

Father: ________________ Mother: ________________

Address: ________________ Address: ________________

Phone (home): ________________ Phone (home): ________________

(work): ________________ (work): ________________

In case the above person(s) cannot be contacted, notify (close relative or neighbor):

Name: ________________ Relationship: ________________

Address: ________________ Phone (home): ________________

(work): ________________

Priest, Pastor, or Rabbi - Name: ________________ Phone: ________________

FAMILY MEDICAL AND HOSPITALIZATION COVERAGE:

Name of Plan: ________________

Health Insurance Company: ________________

Name of Employer (if group insurance plan): ________________

Name of Policy Holder: ________________

Health Policy Number: ________________

STEPPING into school/STEPPING out to work

Smithtown High School

Cooperative Work Experience Program

PARENTAL AGREEMENT FORM

Dear Parent:

I am pleased to have your child enrolled in the cooperative Work Experience Program. The Cooperative Work Experience Program strives to accomplish the following goals:

1. Equip the student with employability skills, career awareness, and the framework to make mature decisions about future education and employment.
2. Encourage the student to develop positive self-esteem, respect for others, and strive for excellence.
3. Provide the student with one or more on-the-job experiences that will open doors for future opportunities.

For this program to be successful, **we need your support, permission, and assistance.**

1. Please encourage your child to try new opportunities as they occur. Waiting for the "perfect" job to come along will only mean a loss of learning experiences.
2. Encourage your child to stay with the job for at least 6 to 9 months. Much can be learned from steady employment.
3. Assist your child in purchasing the appropriate clothes for work. It will be expected that the student dress as the other employees dress.
4. Assist your child with transportation. If the regular form of transportation becomes unavailable, the student should consider either paying a taxi or friend for a ride to work.
5. Please notify me about any concerns you may have with your child's employment. Don't hesitate to call me about wages, hours, working conditions, employer/employee relations, etc.

Thank you for your help.

____
Mrs. Susan Gubing, Coordinator, (516) 361-2435

Partners in Education

I give my child ____________________________ permission to participate in the Cooperative Work Experience Program.

__________________________ ______________________________________
(Date) (Parent Signature)

See *Cooperative Education and Paid Internships*, Case Study #1

Edison Technical and Occupational Education Center
Eastman Kodak Co. Capital and Maintenance Organization

YOUTH APPRENTICESHIP CONTRACT

Student's Name: ______________________ Age: ___ SS#: ______________

Address: ______________________ Homebase: ______________________

Telephone: ______________________ Shop: ______________________

Employer: ______________________ Address: ______________________

Supervisor: ______________________ Telephone: ______________________

Job Title: ______________________ Rate of Pay: ______________________

Dates of Training Period: From ____________ to ____________

Work Schedule - Start/Finish	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.

The specific purpose of the Youth Apprenticeship Program is to link what the student learns in school with a work-based learning experience. The student will receive a certificate upon successful completion of the program that will qualify him/her for advanced standing in the employer's apprentice program. This training contract describes responsibilities of the parties: student, parent/guardian, school authorities, and employer.

THE STUDENT:

--Will maintain at least a 2.5 GPA in core courses.
--Will maintain an acceptable attendance at school.
--Will comply with the employer's attendance policies.
--Will not attend work if he/she is absent from school due to illness and will notify employer immediately.
--Will conduct her/himself satisfactorily both in the school and on the job.
--Will discuss work-related problems with supervisor or school coordinator.
--Will be responsible for transportation to the job site.
--Will conduct her/himself in a manner that will bring credit to her/himself, the employer and the school.
--Will review all report cards with the mentor at work.
--Will review work Progress Review with school staff.

See *Apprenticeship*, Case Study #3

THE PARENT OR GUARDIAN:

--Will work cooperatively with the school and the employer so that the student will achieve the educational and work-based learning set forth in the program.
--Will have an awareness of the conduct expected in the program.
--Will be aware of the requirements for attendance, grades and conduct necessary for the student to remain in the program.

THE SCHOOL:

--Will provide an occupational education certificated coordinator.
--Will provide preliminary training by qualified and certificated teachers.
--Will respond to employer-trainee employment concerns.
--Will review Progress Reviews from employer each review period.
--Will provide a system for grading and credit reporting.
--Will work with student to explore career goals.
--Will schedule classes to allow student to work.
--Will explain liability/insurance to students, parents/guardian, and employer.
--Will cooperate and communicate with the employer regarding any problems that may arise.

THE EMPLOYER:

--Will comply with local, state and federal labor laws.
--Will provide Workman's Compensation.
--Will provide regular evaluations of student's progress.
--Will train the student on skills associated with the apprenticeship.
--Will cooperate and communicate with the school area coordinator regarding any problems that may arise.
--Will explain pay and benefits to student and parents/guardian.

THIS AGREEMENT MAY BE TERMINATED AT ANY TIME BY
MUTUAL NOTIFICATION OF THE PARTIES CONCERNED.

SIGNATURES:

Apprentice:______________________ Date: ______________

Parent or Guardian:______________________ Date: ______________

School Administrator:______________________ Date: ______________

Employer:______________________ Date: ______________

Employer Agreements

(Insert School Letterhead)

MEMORANDUM OF AGREEMENT

(Must be kept on file in the school district)

Career Exploration Internship Program

1. This establishes an agreement between ____
(sponsoring business/agency)
and ____ regarding the non-paid internship
(name of school)
experience of ____ in the Career Exploration
(name of student)
Internship Program.

2. Appropriate general safety/health instruction specific to the intern's *on-the-job* experience at each job station will be provided to the intern by the sponsoring business/agency.

3. An *on-the-job* **mentor** will be identified and assigned to the intern for the duration of the internship program. In addition, a mentor will be designated for each different career area/job station the student rotates through.

4. After appropriate discussion, any party may elect to discontinue this agreement at any time.

5. This program will comply with all Federal and State Labor Department and New York State Education Department laws/regulations.

6. This internship program is formally registered with the State Education Department.

7. The school coordinator will conduct at least one *on-site* visit with the intern during **each** 37-1/2 hour segment of the *on-the-job* portion of the program.

8. Students will be accepted into this program and otherwise treated without regard to age, color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation.

9. This internship program/experience will comply fully with **all** of the following six criteria points, which are outlined in the United States Department of Labor's ***Employment Relationships Under the Fair Labor Standards Act ---***

> Whether trainees or students are employees of an employer under the Fair Labor Standards Act will depend upon all of the circumstances surrounding their activities on the premises of the employer. If **all** of the following criteria apply, the trainees or students are **not** considered employees within the meaning of the Act:

See *CEIP*

(a) the training, even though it includes actual operation of the facilities of the employer, is similar to that which would be given in a vocational school;

(b) the training is for the benefit of the trainees or students;

(c) the trainees or students **do not displace** regular employees, but work under their close observation;

(d) the employer that provides the training **derives no immediate advantage** from the activities of the trainees, and on occasion his operations may actually be impeded;

(e) the trainees or students are not necessarily entitled to a job at the conclusion of the training period; and

(f) the employer and the trainees or students understand that the trainees or students are not entitled to wages for the time spent in training.

10. This internship experience will comply fully with **all** of the following **General Operational Guidelines** established by the New York State Department of Labor, the New York State Education Department, and the United States Department of Labor.

(a) The Career Exploration Internship Program is open to students age 14 and above who are in grades 9-12. **Working papers** are required.

(b) During the 162 hour internship program for which the student will earn one-unit of credit, the student intern must rotate though a **minimum** of four different job stations*, spending up to a maximum of 37.5 hours at each station, according to a specific Training Agreement and Training Plan developed by the CEIP coordinator, the employer, and the student intern. **Productive work** on the part of the intern benefitting the sponsoring business/agency is **strictly prohibited.**

*Three different job stations for the 81 hour program.

(c) In addition to the on-the-job experience, the student will receive 54 hours* of in-school instruction as per the CEIP general curriculum outline.

*27 hours for the 81-hour internship program.

(d) Interns may not be placed in any of the Prohibitive/Hazardous Occupations outlined by the New York State and/or U.S. Departments of Labor.

(e) The *on-the-job* segment of the internship may not be provided in a school setting (unless the student is seriously considering a career in the field of education, e.g., teacher, guidance counselor, principal, superintendent); it is the intent of this program to place the student in an outside business/industry enterprise, government agency or private not-for-profit agency.

(f) Where appropriate, the intern may split time between two or more employers.

(g) The Memorandum of Agreement and the corresponding Student Training Plan must be kept on file in the school district for a period of two years.

(h) The student's internship experience must be covered under the sponsoring **educational agency's** insurance provisions. Workers compensation insurance could apply under extenuating circumstances.

(i) The student must keep a Daily Journal, according to criteria developed by the CEIP coordinator, of *on-the-job* internship activities. The educational agency must retain student journals for a period of two years.

(j) The internship program must be supervised/coordinated by a teacher certified to teach Occupational Education subjects if it is a discipline-specific program; or by a certified Diversified Cooperative Education Coordinator if the program spans more than one educational discipline.

(k) The time spent in the *on-the-job* portion of the internship must not exceed the applicable New York State Department of Labor hour regulations governing the paid employment of minors, with the additional requirement that the internship experience **cannot exceed 10:00 p.m.** Also, the student may not be **simultaneously** employed by the business/agency sponsoring the internship.

(l) The student intern may not be simultaneously enrolled in a paid Cooperative Occupational Education Program a General Education Work Experience Program, or a Work Experience Career Exploration Program while participating in the CEIP.

11. **Failure to comply** with all of the aforementioned guidelines concerning the *on-the-job activities* of a minor in a non-paid training experience/program could result in the sponsoring employer and/or educational agency being liable for the payment of back wages.

I, the undersigned, understand and accept all the aforementioned conditions related to my participation in the Career Exploration Internship Program:

Sponsoring Business/Agency (officer's signature/title)	Date
School Coordinator	Date
Student Intern	Date
Parent/Legal Guardian	Date
School Superintendent (or designee)	Date

MEMORANDUM OF AGREEMENT
FOR THE
COOPERATIVE OCCUPATIONAL EDUCATION PROGRAM

1. This establishes an agreement between the SMITHTOWN HIGH SCHOOL and

   the____ corporation regarding the employment of

   this Cooperative Work Experience student: __________________________________ as a

   ____ (job title.)

2. The following specific work experience arrangements have been made and will serve as the operating procedure for this work experience program.

   a. The student-learner shall be given opportunity to progress through the various phases of work listed in the training outline approved by the Cooperative Work Experience Coordinator and the employer.

   b. Special safety instruction will be provided to the student trainee by the employer when assigned to work with hazardous equipment or in hazardous areas.

   c. The employee's designated supervisor shall evaluate the trainee during the school year.

3. Organized instruction in safety, occupational and technical theory and other information correlated with the employment training shall be provided by the school. The certified coordinator of this program shall be available for consultation with the employer.

4. The student shall begin employment at no less than the prevailing minimum wage and the program will comply with all state, federal, and local labor laws.

5. This agreement may be discontinued at any time.

6. The cooperating employer agrees that the student will be accepted and assigned jobs and otherwise treated without regard to age, color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation.

7. This Cooperative Occupational Education Program at this school is registered with the New York State Education Department, Division of Occupational Education.

We, as employer and Cooperative Work Experience Coordinator of this student agree to follow the above rules to the best of our ability.

Signed: ________________________________ Dated: ____________________
(For the employer)

Signed: ________________________________ Dated: ____________________
(Mrs. Gubing, Coordinator)

See *Cooperative Education and Paid Internships,* Case Study #1

MEMORANDUM OF AGREEMENT
FOR THE
COOPERATIVE OCCUPATIONAL EDUCATION PROGRAM

1. This establishes an agreement between the SMITHTOWN HIGH SCHOOL and

   ________________________________ regarding the employment of
   (Name of employing establishment)

   ________________________________ in ________________________________
   (Name of Student) (Name of Occupation)

2. The following specific work experience arrangements have been made and will serve as the operating procedure for this work experience program.

   a. The student-learner shall be given opportunity to progress through the various phases of work listed in the training outline approved by the Cooperative Work Experience Coordinator and the employer.

   b. Special safety instruction will be provided to the student trainee by the employer when assigned to work with hazardous equipment or in hazardous areas.

   c. The employee's designated supervisor shall evaluate the trainee during the school year.

3. Organized instruction in safety, occupational and technical theory and other information correlated with the employment training shall be provided by the school. The certified coordinator of this program shall be available for consultation with the employer.

4. The student shall begin employment at no less than the prevailing minimum wage and the program will comply with all state, federal, and local labor laws.

5. This agreement may be discontinued at any time.

6. The cooperating employer agrees that the student will be accepted and assigned jobs and otherwise treated without regard to age, color, religion, creed, disability, marital status, national origin, race, gender, or sexual orientation.

7. This Cooperative Occupational Education Program at this school is registered with the New York State Education Department, Division of Occupational Education.

Signed: ________________________ (For the employer)

Signed: ________________________ (Coordinator)

Date: ________________

Date: ________________

Smithtown High School
100 Central Road, Smithtown, NY 11787
(516) 361-2435

See *Cooperative Education and Paid Internships,* Case Study #1

Student Entry

School and Business Alliance
of Broome & Tioga Counties

CAREER SHADOWING EXPLORATION

Name: ______________________ Grade: ____________ Age: _____

Address: ______________________ Phone: ____________

Homeroom Teacher: ______________________ Room: ____________

Guidance Counselor: ______________________ School: ____________

Career: ______________________________________

1.) I requested a career exploration because:

2.) Why are you interested in this career?

3.) What do you know about this career?

4.) What specific questions would you like answered about this career?

MOST CONVENIENT DAYS: ______________________

TIMES I AM AVAILABLE: ______________________

DO YOU HAVE TRANSPORTATION? ______________________

You will be informed of the time, date, and place of your visit as soon as it can be arranged.

* *

For Office Use Only:

Name: ______________________

Title: ______________________

Business: ______________________

Address: ______________________

____

Phone: ______________________

Date: ______________________ Time: ____________

See Job Shadowing, Case Study #1

COMMUNITY SCHOOL DISTRICT NINE

QUESTIONNAIRE

For the Business Skills Development Program

Name:
Age:
Class:
School:
Date:

1. I have the following skills...(list everything that you do well such as reading well, being good in math, drawing well, being responsible, being polite in stressful situations, if you are good with your hands, etc.)

2. When I grow up I want to live the following life...(tell us if you want to travel, have a family, own a house, etc.)

3. How much money do you have to make per year in order to afford the life you want? (guess or estimate the amount)

4. My dream job is: (tell us if you want to be a doctor, plumber, hairdresser, accountant, artist, own a business, etc.)

See *Career Exploration*, Case Study #1

5. Tell us why you want to work in your dream job (such as: I want to help people, I want to be artistic, etc.)

6. In order to get my dream job I have to do the following: (tell us what you have to do such as: finishing high school, learning to type, etc.)

7. I am already preparing for my dream job...(tell us what you are doing now or plan to do in order to be prepared for your dream job such as: reading books, volunteering, paying special attention to math, etc.)

8. YES, I know I will be able to get my dream job because...

9. NO, I won't be able to get my dream job because...(tell us why you think you might not succeed such as: I don't have enough money, I think it's too hard, etc.)

**Please return your recommendation to the student in a sealed envelope.

SAMPLE

Career Exploration Internship Program
RECOMMENDATION FORM

Teacher: ______________________________ Date: ______________

Applicant: ______________________________ [Print]

1. How long have you known the applicant? ______________________________

2. In what capacity have you known the applicant? ______________________________

3. What are the first words which come to mind to describe this applicant?

____

A. ATTENDANCE:

_____ absent rarely
_____ absent occasionally
_____ absent frequently
_____ rarely in class

B. INVOLVEMENT IN CLASSROOM ACTIVITIES:

_____ active, usually interested
_____ mild, politely attentive
_____ attention often wanders
_____ usually disinterested

C. PERSONAL RESPONSIBILITY:

_____ always accepts fully
_____ usually accepts
_____ sometimes refuses
_____ often refuses

D. PARTICIPATION:

_____ always involved
_____ usually involved
_____ occasionally participates
_____ seldom participates

E. CONSIDERATION OF OTHERS:

_____ always considerate
_____ usually considerate
_____ sometimes inconsiderate
_____ often inconsiderate

ADDITIONAL COMMENTS: ____

I recommend this student for the Internship Program. _____

I do not recommend this student for the Internship Program. _____

WP(CEIPRECO.95)

See *CEIP*, Case Study #1

Career Development
Resume Request Form

COOPERATIVE WORK EXPERIENCE

Please Print Neatly

Name: ______________________ Street: ______________________

City: ______________________ NY ZIP ____________ Phone: ______________________

Social Security #: ____________ Date of Birth: ____________ Counselor: ____________

Driver's License: Yes/No? Do you have your own car? Yes/No?

Working Papers: Yes/No? Expected time of release from school next year: ____________

Email Address: ______________________

CAREER INTEREST AREA: Check one or more of the following career categories.

____ **BUSINESS** - Office assistant, word processor, bank teller, account clerk, file clerk, computer data entry operator, insurance clerk, law clerk, mail clerk.

____ **RETAIL** - sales associate, cashier, stock clerk, customer service representative, telemarketing.

____ **WAREHOUSE** - stock clerk, driver, forklift operator, shipping/receiving clerk.

____ **HEALTH CARE** - Residence assistant, nurse's aide, laboratory aide, dental assistant, medical office assistant, transporter, home health care aide.

____ **HOTEL** - Housekeeping, banquet set-up, front desk, cashier, restaurant helpers.

____ **RESTAURANT** - Food prep, cook, waitress, waiter, cashier, host/hostess.

____ **MECHANICAL** - Automotive technician, diesel mechanic, small engine repair, machine operator, engineering helper.

____ **TRADES** - Electrician's helper, plumber's helper, carpenter's helper, roofer, printing trainee, grounds people, laborers, landscapers.

____ **COMPUTERS/ELECTRONICS/ARCHITECTURE** - Assemblers, technicians, inspectors, drafts people, CAD/CAM operators, programmers, computer operators.

____ **CHILD CARE** - day care assistant, nursery school assistant.

____ **OTHER:** Please describe ______________________________

See *Cooperative Education and Paid Internships,* Case Study #1

SCHOOL COURSES: Check as many courses as you have completed or are presently completing.

BUSINESS

__ Keyboarding
__ Word Processing I & II
__ Cooperative Work Experience
__ Accounting (College)
__ Computerized Bookkeeping
__ Business Analysis
__ Business Computer Applications
__ Intro to Occup./Intro to Business
__ Business Math
__ Business Law
__ Business Ownership
__ Marketing
__ Fashion Marketing
__ Travel & Tourism
__ Skills for Success or College Notetaking
__ DECA
__ FBLA

ART

__ Studio in Art 1
__ Studio in Art 2
__ Cartooning
__ Studio in Drawing
__ Advanced Drawing
__ Studio in Painting
__ Advanced Painting
__ Advertising Design
__ Advertising Design 2
__ Studio in Fashion Illustration
__ Film & TV Media Arts
__ Studio in Filmmaking
__ Film History & Criticism
__ Studio in Video
__ Video Yearbook
__ Photography
__ Creative Crafts
__ Creative Crafts 1
__ Studio in Ceramics
__ Advanced Ceramics
__ Studio in Sculpture
__ Art Major/Portfolio
__ Independent Study/Advanced
__ Radio Broadcasting

TECHNOLOGY

__ Design & Drawing for Prod.
__ Construction Systems
__ Wood (Materials Processing)
__ Cabinet Woodworking
__ Communications Systems
__ Electricity/Electronics
__ Solid State Electronics
__ Aerospace
__ Fundamentals of Flying
__ Computer Applications
__ Engineering I & II
__ Architecture I & II
__ Architectural & Engineering Modeling
__ Photography
__ Graphic Communications
__ Small Engine Repair
__ Consumer Auto Repair
__ Automotive Technology
__ Advanced Auto Repair
__ Technical Electronics or Computer Science in "C"
__ Theater Set and Lighting Design

HOME AND CAREERS

__ Human Development
__ Child Development
__ Early Childhood & Nursery
__ Advanced Early Childhood
__ Survival
__ Relationships (Changing Lifestyles)
__ Clothing & Textiles
__ Interior Decorating
__ Basic Cooking (Food & Nutrition)
__ Food Preparation
__ Baking/Gourmet Foods
__ International Foods
__ Computer Programming
__ Foreign Language:

____

__ Health Careers
__ First Aid
__ Economics & Computer Applications

__ **BOCES**

Course ______________________
1 or 2 years?

SKILLS and PERSONALITY TRAITS: Check off **only** 7 items from the list below:

__ Non-smoker

__ Keep neat accurate records

__ Telephone Skills

__ Human Relations Skills (get along well with people)

__ Checking numbers and proof reading

__ Organizational Skills

__ Sales Skills

__ Handle Money

__ Use hand and power tools

__ Operate radial arm saw, circular saw

__ Operate drill press

__ Read a Micrometer

__ Measure with a ruler

__ Knowledge of color codes for electrical wiring

__ Timing light

__ Operate printing press

__ Good speller

__ Good Handwriting

__ Follow instructions well

__ Good verbal skills

__ Knowledge of Geography

__ Conscientious

__ Enthusiastic

__ Perseverance

__ Punctual

__ Responsible/dependable

__ Eager to learn

__ Operate office machines such as fax, copier, computer

__ Geography

__ Customer Service Skills

__ Teamwork

__ Good Attendance

__ Filing Skills

__ ____________________

__ ____________________

__ ____________________

CLUBS/SPORTS:

HONORS:

__ Honor Roll

__ Grade Point Average

__ Highest Honors

__ Renaissance Card

COMPUTER SKILLS:___ **IBM Compatible** ___**Apple MacIntosh**

__ Word Processing (Microsoft Word, WordPerfect, Microsoft Works)

__ Data Base (Professional File, Microsoft Access, Microsoft Works)

__ Spreadsheet (Excel 5.0, Lotus 1 2 3, Microsoft Works)

__ Desktop Publishing (Microsoft Publisher, Ami Pro)

__ Install software onto hard drive

__ Use modem and/or fax

__ Install additional cards to machines

__ Organizational Chart

__ Program in C or C+

__ Trouble shoot problems

WORK EXPERIENCE:

Current Job:
JOB TITLE: ______________________________ COMPANY: ____________________
STREET: ______________________________ CITY: ________________ NY 117____

Dates of Employment: From ________ to ________. Your duties included: ____________________
____

Previous Job
JOB TITLE: ______________________________ COMPANY: ____________________
STREET: ______________________________ CITY: ________________ NY 117____
Dates of Employment: From ________ to ________. Your duties included: ____________________
____

VOLUNTEER EXPERIENCE:

JOB TITLE: ______________________________ COMPANY: ____________________
STREET: ______________________________ CITY: ________________ NY 117____
Dates of Time: From ________ to ________. Your duties included: ____________________
____

BABYSITTING OR LAWN MAINTENANCE:

JOB TITLE: ____________________________ Family or # of Customers: ______________
STREET: ______________________________ CITY: ________________ NY 117____
Dates of Employment: From ________ to ________. Your duties included: ____________________
____

SPECIAL PROJECT OR RESEARCH WORK: ______________________________
____
____
____
____
____

COOPERATIVE WORK EXPERIENCE
INTEREST SURVEY

Student: ___________________________

Code	Totals	Career Clusters	Sample Jobs
M		MANUFACTURING - These workers change raw materials into useful products like changing iron ore into sheet metal to make a car.	Inspector, Tester, machinist, photo lab worker, riveter, sheet metal, welder, power plant, contractor
BP		BUSINESS, PROFESSIONAL - These workers make plans, direct people, and run high levels of work in business, industry and government.	Accountant, credit manager, computer programmer, financial manager, employment interviewer, stockbroker, public relations, purchasing agent.
BO		BUSINESS, OFFICE - These workers help business professionals. They keep and file business records, perform office work and meet customers.	Cashier, court clerk, data entry clerk, mail carrier, payroll clerk, receptionist, secretary, shipping clerk, word processor, law clerk, insurance.
PS		PERSONAL SERVICE - These workers help people by offering household, food, cleaning, and protection services.	Hotel worker, child care worker, police officer, cosmetologist, custodian, guard, home health aide, waiter, fire fighter, food service, animal caretaker.
E		EDUCATION - These workers help people learn new skills. Many of these jobs are in schools.	Teacher, librarian, counselor, pre-school teacher, sports professional coaches.
S		SALES - These workers sell or make plans for how to sell products and services.	Car sales, retail sales, real estate sales, advertising sales, insurance sales, sales engineer.
C		CONSTRUCTION - These workers build, remodel, and repair buildings and other structures. They also operate drilling and mining equipment.	Carpenters, electrician, mason, crane operator, painter, plumber, roofer, drafter, glazier, architect, civil engineer.

COOPERATIVE WORK EXPERIENCE - INTEREST TEST

Read through the columns below. Decide if the activity is something that might interest you in the future. Rank your interests using the numbers below:

1 = Dislike 2 = Little Interest 3 = Not Sure 4 = Might Like 5 = Really like

Write the number that matches your interest level in the lower right hand corner of each box.

T	To learn about planes, cars and boats	To use a CB radio	To ride go-carts around obstacle courses	To go on long car trips	To drive a taxi, bus or truck or fly a plane	To send fire and police cars to an emergency	To help passengers enjoy their trip	To check and weight boxes and packages	Totals
F	To watch animals grow	To take care of plants and animals	To explore nature	To camp, fish and hike	To plant flowers or crops	To plan trees and bushes	To plant a beautiful landscape	To help farmers improve crops	
RM	To figure out how to use stereos, VCRs and other electronic equipment	To put together and repair bikes	To figure out how something works	To read mechanical or car design magazines	To repair cars and trucks.	To install phone equipment.	To repair TVs or home appliances	To fix computers	
H	To help people who are sick or injured	To study about how the human body works	To develop good health habits	To watch TV shows about medicine	To diagnose and treat diseases	To examine patients	To care for people who are sick	To find cures for diseases	
SS	To help friends with their problems	To think about how people are different	To learn about people in other countries	To read about real events in history	To talk with people who have problems	To help someone find a job	To study different groups of people	To analyze why people behave the way they do	
DC A	To use my imagination to create ideas	To act in a play or sing in a choir	To work on the school newspaper or write stories	To draw pictures and designs	To write a TV script	To take pictures for a magazine	To direct actors in a play	To play a musical instrument in a band	
ST	To watch animal specials on TV	To collect and sort things	To solve word problems in math	To do science experiments	To help solve water and air pollution problems	To prepare slides and use microscopes	To study and research space flight	To do chemical tests on new products	

Tell me about yourself!

WORKSHEET

What courses have you taken in high school?

a. I have successfully completed:

b. I am currently enrolled in:

c. I have also completed:

TB: What courses or skills do I need for this position?

What type of worker will you be?

a. I am a

b. I am also

c. I am a

TB: What type of person would you like to hire for this position?

What work experience do you have?

a. I am currently employed by: ______________
_____________________________________ as a
______________________. I have been there
for _____ months. My duties include:
____
____
____
____

What are your future plans after high school?

a. After graduation I am considering going to a local college to study ______________________. Would I be able to keep this job while I attend college?

b. After graduation I am considering going to college off Long Island to study ______________. Would I be able to help out the company during my breaks from school?

c. After graduation I would like to enter a full-time position. Would this part-time job go into full-time?

See *Cooperative Education and Paid Internships*, Case Study #1.

Tell me about yourself!

What courses have you taken in high school?

a. I have successfully completed Keyboarding in which I learned how to type letters, envelopes, reports, on an IBM computer.

b. I am currently enrolled in Food Preparation in which I am learning how to cut, prepare and serve food.

TB: What courses or skills do I need for this position?

What work experience do you have?

a. I am currently employed by Block Buster Video in Smithtown as a cashier. I have been there for 6 months. My duties include handling the cash register, credit cards, and returning the merchandise to the shelves.

TB: What type of work experience are you looking for?

What type of worker will you be?

a. I am a hardworking individual who likes to get the job done correctly.

b. I am also very eager to learn. I like to face new challenges.

TB: What type of person would you like to hire for this position?

What are your future plans after high school?

a. After graduation I am considering going to local college to study business. Would I be able to keep this job while I attend college?

b. After graduation I am considering going to college off Long Island to study Math. Would I be able to help out the company during my breaks from school?

DO YOU HAVE ANY QUESTIONS?

3 D's

1. When will you make a decision?
2. What is the dress code?
3. What is the rate of pay for this position? (Dollars)

COOPERATIVE WORK EXPERIENCE MISSION STATEMENT

The Cooperative Work Experience Program strives to accomplish the following goals:

1. Equip the student with employability skills, career awareness, and the framework to make mature decisions about future education and employment.

2. Encourage the student to develop positive self-esteem, respect for others, and strive for excellence.

3. Provide the student with one or more on-the-job experiences that will open doors for future opportunities.

PAY DAY

Cooperative Work Experience Program

Smithtown Central High School

Cooperative Work Experience Oath

As a Co-op student of the Smithtown School District you represent the students of Smithtown in the employment world. Your words, actions and deeds will reflect upon the other students who will be entering the employment world in future years.

When your work performance and behavior are above standards, the Smithtown employers will think highly of all Smithtown students. When your work performance and behavior are below standards, the Smithtown employers will prefer not to hire future Smithtown students. Read and sign the Co-op Oath if you believe that you can be an outstanding Smithtown High School representative in the employment world.

"As a Cooperative Work Experience student I promise that my work behavior and performance will be to my best ability so that future students will have the same opportunities that I am accepting at this time."

____________________________ ________________________

(Signature) (Date)

See *Cooperative Education and Paid Internships*, Case Study #1

YOUTH APPRENTICE

PLANNING & ORGANIZING - Consider the ability to plan, schedule and organize activities to make the best use of time including setting realistic goals.

1) Describe what a typical week might be like for you?

2) Have you ever found yourself in a situation where you had too much to do and too little time to do it? How did you handle the situation?

3) How do you keep track of your assignments at school?

Look for the - **Situation** - **Task** - **Action** - **Result**

See *Apprenticeship*, Case Study #3

YOUTH APPRENTICE

RESOURCEFULNESS - Consider the ingenuity and creativity employed in solving or effectively handling difficult or unusual problems. Consider the ability to adjust strategies, plans, and schedules for a variety of reasons while maintaining effectiveness.

1) Describe a situation where you had to get a project done and there were some obstacles standing in your way. How did you get around the obstacle?

2) Have you ever had to convince someone to agree with an idea that you had? How did you get them to agree with you?

3) Have you ever been faced with a difficult problem at school that required you to do something very different to solve it?

Look for the - **Situation** - **Task** - **Action** - **Result**

YOUTH APPRENTICE

Decision Making - Consider the ability to develop alternate courses of action and make recommendations based on factual information. Consider the extent to which facts, analysis, judgment, advice and counsel of others are used to make a decision. Consider the willingness to make a decision in a timely manner.

1) How have you approached making important decisions in your life?

2) How did you decide to pick this school over other schools?

3) How did you go about making the decision to apply for the youth apprenticeship?

Look for the - Situation - Task - Action - Result

YOUTH APPRENTICE

INITIATIVE - Consider the ability to recognize something needs to be done, originate an idea or plan to get some action started.

1) How did you find ways to make school more interesting?

2) What do you do differently than other students your age?

3) Is there anything in this school that you would like to see changed? What have you done about it?

Look for the - **Situation** - **Task** - **Action** - **Result**

YOUTH APPRENTICE

COMMUNICATION - Consider the ability to listen and to present information. The resume should be used to judge the ability to communicate in writing.

1) Do you tend to talk differently when you talk to your friends as compared to talking to your teachers? In what way is it different?

2) Have you ever had a situation where another student, your parent/guardian or a teacher did not explain something to you clearly and you did not understand what they wanted you to do? What did you do about it?

3) Have you ever had to speak in front of a group of other students, friends, or teachers? How did you like it? What was the topic?

Look for the - Situation - Task - Action - Result

YOUTH APPRENTICE

Relationship with others - Consider the way he/she interacts with people. Determine if the individual has understanding and respect for others' opinions as well as the ability to secure cooperation from others.

1) Have you ever been upset with someone? Why were you upset? How did you resolve the problem?

2) Do you ever get frustrated or impatient with someone else? How do you deal with the situation?

3) Have you ever had a teacher that you had a hard time getting along with? What did you do to improve the relationship?

Look for the - Situation - Task - Action - Result

YOUTH APPRENTICE

Follow Through - Consider the determination and the ability to complete commitments in a timely manner. Consider the ability to carry out activities delegated by parents, teachers, supervisors, or any person of authority.

1) If a teacher gives you an assignment, how do you keep track of when it is due?

2) If your parents tell you to do a chore around the house, do you always do it? When would you feel it is not necessary to do a chore given to you?

3) Have you ever had a situation where someone was counting on you to get a job done and you could not complete it? If no, how did you insure that the job was done. if yes, what happened because you did not do the job?

Look for the - Situation - Task - Action - Result

FORMS

Student Training Planning

School and Business Alliance

of Broome & Tioga Counties

CAREER SHADOWING

Questions

In order to get the most out of a career shadowing experience, you should do some research about the career and prepare specific questions which you would like to have answered. Following is a list of general questions you may want to ask:

1. How did you get interested in this type of work?
2. What type of education or training is necessary?
3. What courses did you take in high school to prepare for this career?
4. What part-time jobs would help to prepare me for this career?
5. What do you like/dislike about your job?
6. What interpersonal skills are necessary to perform this type of work?
7. Could you describe for me a typical day on the job?
8. What are your normal working hours?
9. What is the employment outlook for this field?
10. What are the opportunities for advancement?

435 Glenwood Road, Binghamton, New York 13905-1699
(607) 763-3654

See *Job Shadowing*, Case Study #1

(Insert School Letterhead)

SAMPLE

STUDENT TRAINING PLAN

(Must be kept on file in the school district)

Career Exploration Internship Program

CEIP

Student Intern: ______________________________ Age: __________

Class (9th, 10th, 11th, or 12th grade) ____________________

Number of Weeks/Days of Week/Time Internship will occur *(example: M, W, F/ 2 pm - 3:30 pm each day for 33 week).*

____

Sponsoring Business/Agency: ______________________________

Address: ______________________________

Telephone #: ______________________________

A) The intern will participate in ________ hours of in-school instruction and ________ hours of *on-the-job* internship experience.

B) The intern will rotate through each of the following career areas/job stations, according to the number of hours specified:

	Career Area	Job Station	# of Hours
1.			
2.			
3.			
4.			

(This section is to be completed by the teacher-coordinator, the sponsoring business, and the student intern.)

See *CEIP*

C) The **primary** *on-the-job* **mentor** (and his/her job title) will be:

____

D) The **mentors** (and job title) for the various career areas/job stations will be:

1. ______________________________________
2. ______________________________________
3. ______________________________________
4. ______________________________________

E) Anticipated **student learning activities** and **outcomes** are:

JOB STATION #1:

JOB STATION #2:

(This section is to be completed by the teacher-coordinator, the sponsoring business, and the student intern.)

JOB STATION #3:

JOB STATION #4:

F) **Evaluation** criteria/procedure:

[outline procedure to be used for evaluation of student progress]

G) Approximate schedule for coordinator **on-site visits:**

[list tentative schedule]

H) Outline/checklist of required correlated **in-school instruction:**

[outline how/when the 27 or 54 hours of in-school instruction will occur]

I) Procedure to be used with intern, during and at the conclusion of the program, to identify and discuss his/her deficiencies, continued or revised career goals, correlated educational program (**school-to-postsecondary study and/or school-to-work plan**), etc:

[general outline]

J) **Other:**

[list if relevant]

I, the undersigned, have assisted in the development of the above Training Plan as required per my participation in the Career Exploration Internship Program.

Coordinator: ______________________ Date: ______________

Sponsoring Mentor: ______________________ Date: ______________

Student Intern: ______________________ Date: ______________

Workplace Assignments

Cooperative Work Experience Program of Smithtown High School

WORKPLACE ASSIGNMENTS

Student: ____________________ Date: ____________

Job Title: ____________________ Employer: ____________________

DAY	Sunday 6/4	Monday 6/5	Tuesday 6/6	Wednesday 6/7	Thursday 6/8	Friday 6/9	Saturday 6/10
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ____________

DAY	Sunday 6/11	Monday 6/12	Tuesday 6/13	Wednesday 6/14	Thursday 6/15	Friday 6/16	Saturday 6/17
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ____________

DAY	Sunday 6/18	Monday 6/19	Tuesday 6/20	Wednesday 6/21	Thursday 6/22	Friday 6/23	Saturday 6/24
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ____________

See *Cooperative Education and Paid Internships,* Case Study #1

Cooperative Work Experience Program of Smithtown High School

WORKPLACE ASSIGNMENTS

Student: ____________________ Date: ____________

Job Title: ________________ Employer: ________________

DAY	Sunday 6/25	Monday 6/26	Tuesday 6/27	Wednesday 6/28	Thursday 6/29	Friday 6/30	Saturday 7/1
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ____________

DAY	Sunday 7/2	Monday 7/3	Tuesday 7/4	Wednesday 7/5	Thursday 7/6	Friday 7/7	Saturday 7/8
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ____________

DAY	Sunday 7/9	Monday 7/10	Tuesday 7/11	Wednesday 712	Thursday 7/13	Friday 7/14	Saturday 7/15
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ____________

See *Cooperative Education and Paid Internships,* Case Study #1

Cooperative Work Experience Program of Smithtown High School

WORKPLACE ASSIGNMENTS

Student: ____________________ Date: ____________

Job Title: ________________ Employer: ________________

DAY	Sunday 7/16	Monday 7/17	Tuesday 7/18	Wednesday 7/19	Thursday 7/20	Friday 7/21	Saturday 7/22
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ____________

DAY	Sunday 7/23	Monday 7/24	Tuesday 7/25	Wednesday 7/26	Thursday 7/27	Friday 7/28	Saturday 7/29
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ____________

DAY	Sunday 7/30	Monday 7/31	Tuesday 8/1	Wednesday 8/2	Thursday 8/3	Friday 8/4	Saturday 8/5
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ____________

Cooperative Work Experience Program of Smithtown High School

WORKPLACE ASSIGNMENTS

Student: ______________________ Date: ______________

Job Title: ______________________ Employer: ______________

DAY	Sunday 8/6	Monday 8/7	Tuesday 8/8	Wednesday 8/9	Thursday 8/10	Friday 8/11	Saturday 8/12
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ______________

DAY	Sunday 6/13	Monday 8/14	Tuesday 8/15	Wednesday 8/16	Thursday 8/17	Friday 8/18	Saturday 8/19
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ______________

DAY	Sunday 8/20	Monday 8/21	Tuesday 8/22	Wednesday 8/23	Thursday 8/24	Friday 8/25	Saturday 8/26
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ______________

WORKPLACE ASSIGNMENTS

Student: ______________________ Date: ______________

Job Title: ____________________ Employer: ______________

DAY	Sunday 8/27	Monday 8/28	Tuesday 8/29	Wednesday 8/30	Thursday 8/31	Friday 9/1	Saturday 9/2
IN							
OUT							
TOTAL TIME							

TOTAL TRAINING HOURS FOR THE WEEK: ______________

WEEK BEGINNING:	TOTAL TRAINING HOURS:
6/4	
6/11	
6/18	
6/25	
7/2	
7/9	
7/16	
7/23	
7/30	
8/6	
8/13	
8/20	
8/27	
TOTAL HOURS:	

APPRENTICE WEEKLY WORK SHEET

Week No. ________________

NAME: ____ ________________ %

INS. NO.______________ PROGRAM NO. ____________________

DAY	ITEM		CODE			HRS. WKD.				HRS. TRNG.		
MONDAY												
TUESDAY												
WEDNESDAY												
THURSDAY												
FRIDAY												
SATURDAY												
SUNDAY												

TOTAL HOURS: ______________ ______________

EASTMAN KODAK COMPANY

Student Assessment

COMMUNITY SCHOOL DISTRICT NINE

Workforce
Preparation
Portfolio

See Career Exploration, Case Study #1

Community School District #9

Criteria for the Assessment of the Workforce Preparation Portfolio

Workforce Universal

___ Each piece demonstrates an integration of competencies

___ Each item is completed to an acceptable level

___ As a whole, the pieces demonstrate the student's effort and progress, as well as achievement

___ The student's work shows balance between the teacher and student initiative

___ Work is displayed in more than one medium

Workforce Specific

___ Work shows pride and conviction in accomplishing a task

___ As a whole, the pieces indicate the student's preparation and progress toward multiple areas of choice

___ Student's interests are apparent

___ Shows understanding that people have dual or more roles

___ Indicates that the student has some understanding of the importance of adaptability

___ Work indicates an awareness of job/career opportunities

___ Work represents experience with the *SCANS* competencies

___ Work shows acquisition of key words, concepts and understandings

___ Certain pieces may be exhibited

___ Certain pieces were completed ***on demand***

Kinds of Portfolios

Process Portfolio

This portfolio contains representative samples of all the work done in the class. Preliminary work on extended problems, examples of research, written reflections on what the student intended and comments on whether expectations were met may also be included. There may also be a written critique by a peer and a final assessment of the work. Shorter performances would have less data.

Product Portfolio

The most representative materials from the Process Portfolio which provide the clearest picture of the student's growth would be selected as a basis for the Product Portfolio. The student participates in the process of making the selections. This portfolio may be used to show progress at the end of semester or for parents' night.

Final Portfolio

It is created to be used at the end of a school level, e.g., elementary, middle/ junior high and high school. The final Portfolio is made up of selections from the Product Portfolios which show the level of accomplishment of the student and her eligibility to enter the next level of learning.

Workforce Preparation Project

Major Themes & Topics

Eighth Grade - Experience: How will I made good decisions regarding my future schooling & job or career choices? What mentoring, internships & apprenticeships are available?

Seventh Grade - Focus: Where am I now in terms of my preparation to pursue a job or career area which best suits me? How will I get there?

Sixth Grade - Focus: Who am I? What job or career areas best suit me?

Fifth Grade - Exploration: What have I learned about the jobs & careers that interest me?

Fourth Grade - Exploration: What jobs & careers really interest me? How can I learn more about them? Who are the people that are in these jobs & careers?

Third Grade - Exploration: What jobs can I begin to experience? What more can I learn about jobs & careers from pen pals & others?

Second Grade - Exploration: Who are our community helpers & what are their jobs like?

First Grade - Exploration: What kinds of jobs do people do in my neighborhood? What do I want to be?

Kindergarten - Exploration: What kinds of jobs do the members of my family, relatives & friends have?

Community School District #9

Student Portfolio

Name: ______________________ School: ______________

Grade: __________ Year: __________

Table of Contents

Name/Description of Item Date

____

____

____

____

____

____

____

____

____

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____

____

____

____

____

Community School District #9

Student Portfolio

Name: ______________________ School: ______________

Grade: __________ Year: __________

Overview to the Reader

What this portfolio says about me as a learner:

What is my favorite subject?

How do I learn?

What have I learned this year?

Community School District #9

Student Portfolio

Name: ______________________ School: ______________

Grade: __________ Year: __________

Reflections

What this piece represents:

How I went about completing this piece:

How I dealt with problems:

What I learned from this piece:

How I felt doing this piece:

Community School District #9

Student Portfolio

Name: ______________________ School: ______________

Grade: __________ Year: __________

Reflections

Date: __________ Name of Item: ________________

Reflection on the piece:

Date: __________ Name of Item: ________________

Reflection on the piece:

Date: __________ Name of Item: ________________

Reflection on the piece:

Student reflections cont'd.

Student's Name: ______________________________ Grade: ____________

Date: ________________ Name of Item: __________________________
Reflection on the piece:

Date: ________________ Name of Item: __________________________
Reflection on the piece:

Date: ________________ Name of Item: __________________________

Reflection on the piece:

Date: ________________ Name of Item: __________________________

Reflection on the piece:

FORMS

Program Planning

Workforce-Preparation Portfolio

Grade 8

A decision making piece with reflection on HS courses
(Culminating Exhibition)

Autobiography

*An up-dating of the grade 7 self-assessment profile
(Self Inventory & Image Evaluation)

A school & career planning checklist with timelines & events

Journal entries on career-prep planning

A resume, working papers, job & HS application & familiarity with computers & software packages

A business letter(s) requesting information on careers

An annotated bibliography on jobs & career areas

A budget allocation for HS & job related costs

An overview to the reader of the portfolio

Reflections on selected portfolio pieces.

*Note: May replace the overview to replace the update of the 7th grade self-assessment.

Workforce-Preparation Portfolio

Grade 7

*A self-assessment profile

Writing to pen pals.

Autobiography

A letter(s) requesting information on a HS

Initial school planning checklist with timeline & events

Journal entries on careers of interest

Preliminary bibliography on jobs & careers areas

An overview to the reader of the portfolio

Reflections on selected portfolio pieces

Workforce-Preparation Portfolio

Grade 6

An autobiographical sketch with reflections

A listing of abilities, interests & aspirations

Writing to pen pals

Journal entries on school & community service

A research paper on school & community jobs & careers

An overview to the reader of the portfolio

Reflections on selected portfolio pieces

Workforce-Preparation Portfolio

Grade 5

A research paper on career area of interest

Completion of biopoem

A self-inventory of interests

A career inventory

A tape of the oral presentation of the research paper

Contribution to class book of reflections on careers studied

Creatively designed career field ad for print, TV, radio & computers

Samples & designs of work for a career resource book done on computer

(Word Processing, spreadsheet & graphics)

An overview to the reader of the portfolio

Reflections on selected portfolio pieces

Workforce-Preparation Portfolio

Grade 4

An autobiographical piece

Completion of a biopoem

A report on two career areas of interest

Interview of workers in each career area of interest

Creative design of competencies needed in each career area of interest

A character study of a person in the career area of interest

Tape of oral presentation of the character study

Critique of resource books used to find information on careers

An overview to the reader of the portfolio

Reflections on selected portfolio pieces

Workforce-Preparation Portfolio

Grade 3

Draft of an autobiographical piece

Completion of a biopoem

Letters to pen pals

A business letter to request school or career information

Journal entries which reflect interest & experiences.

A research paper on a career of interest

A taped oral presentation on a career of interest

An overview to the reader of the portfolio

Reflections on selected portfolio pieces

Workforce-Preparation Portfolio

Grade 2

Complete an illustrated narration entitled *When I Grow Up*
(This is a self-portrait with student depicting self in the future)

Write a poem entitled *My Favorite Things*

Do a written piece entitled *Is There Anything I Can't Do?*
(Students will use their knowledge of dual roles in life to explore possible future career opportunities)

Create a story entitled *What can Mommies/Daddies Do?*
(Expose students to dual roles)

Write & illustrate a piece entitled *My Role Model/Hero*
(Student should reflect upon any change in view of selected role model/hero & explain how & why one would like to be like or unlike this person

Write letter to penpals on *What I Like; What Do You Like?*

Write journal entries which reflect interests & experiences

Participate in an entrepreneurial class experience
(students will participate in a paper recycling project which will culminate in the production of salable items such as holiday cards, get well cards & wrapping paper)

Reflections on one piece

Overview to the reader

Workforce-Preparation Portfolio

Grade 1

Draw a self-portrait depicting whole self

Complete a written piece about *Things I Can Do*
(This will be part of the self-portrait task)

Create an Autobiographical Collage

Do a written & illustrated piece entitled *My Family at Work & Play*

Make a List Book entitled *My Role Model/Hero*
(Each illustration should include a caption & possibly a reflection)

Complete a written work entitled *Who Am I?*
(Student will identify dual roles in life, e.g., a son/daughter, a
sister/brother, a friend, etc.)

Participate in an entrepreneurial class experience
(students will participate in a paper recycling project which will culminate in the
production of salable items such as holiday cards,
get well cards & wrapping paper

Reflections on one piece

Overview to the reader

Workforce-Preparation Portfolio

Kindergarten

Draw a self-portrait depicting whole self

Make a list-book entitled *My Favorite Toys*
(Illustrated & narrated by student [teacher may write
the words as student dictates])

Make a list-book entitled *I like to ...*
(Student expresses interests through illustrations
& narration [teacher may write words as student dictates])

Create a story entitled *What Can Mommies/Daddies Do?*
(Expose students to dual roles)

Draw a map of the community
(Each student depicts relevant landmarks [home, school,
grocery store] & enlist participation of parents

Tape a discussion on *A Job Well Done*
(students reflect on classroom jobs they have performed &
reflect on the questions: Which job did you enjoy/why?
Which job did you do best/why? Task may also include an
illustration of student engaging in favorite task

Participate in an entrepreneurial class experience
(students will participate in a paper recycling project
which will culminate in the production of salable items
such as holiday cards, get well cards & wrapping paper)

Reflections on one piece

Overview to the reader

Central Park East Secondary School
Community Service/Learning Program
1573 Madison Ave.
New York, NY 10029
(212) 860-5808

Supervisor's Name: ______________________________

Placement: ______________________________

Student Name: ____________________ Advisor: ____________________

Please list the specific activities in which the student has been involved and the skills that were practiced/learned.

____

____

____

____

____

Please update the student's performance below: (Use letter code)
E-Excellent, VG-Very Good, S-Satisfactory, LS-Less than Satisfactory

		Comments
Attendance/Punctuality:		
Is consistent in attendance	___	
Reports to community site on time	___	
Attitude:		
Accepts responsibility	___	
Is enthusiastic & interested	___	
Displays appropriate appearance & dress	___	
Is courteous & cooperative	___	
Displays emotional maturity	___	
Exercises good judgment	___	
Is sincere	___	
Relates well to a variety of people	___	
Learning Process:		
Shows initiative	___	
Assumes responsibility for own learning	___	
Asks appropriate questions	___	
Performances:		
Begins work promptly	___	
Appreciates suggestions	___	
Completes assigned tasks	___	
Exhibits competence	___	
Progressively requires less supervision	___	
Is a dependable worker	___	
Follows directions carefully	___	

See *Service Learning*, Case Study #1

COOPERATIVE WORK EXPERIENCE PROGRAM
PERFORMANCE APPRAISAL FORM

Student: ______________________________ Date: ______________

Training Establishment: ____

PLEASE READ BEFORE APPRAISING THE STUDENT!

This is a rating sheet for a student learner in your employ, under the Cooperative Experience Program of the Board of Co operative Educational Services.

Please rate the student learner's qualifications by checking the appropriate columns below, then, return this appraisal form as soon as possible so that your evaluation of the student's work may be included in the quarterly or final report card grade.

RATINGS:	(A) Excellent	(B) Above Average	(C) Average	(D) Below Average	(F) Unsatisfactory

QUALITIES	EXPLANATION	A	B	C	D	F
		___	___	___	___	___
Ability to Learn	Quickness to learn, retains new ideas and methods	___	___	___	___	___
Attendance	Regularity and Punctuality	___	___	___	___	___
Personal Attitude	Appearance and Courtesy	___	___	___	___	___
Work Attitude	Interest, Enthusiasm; Willingness to do extra work	___	___	___	___	___
Cooperation	Able to get along with people in various capacities	___	___	___	___	___
Dependability	Consistent and reliable	___	___	___	___	___
Obligation	Care of equipment, safe work habits Respect for company rules and regulations	___	___	___	___	___
Initiative	Resourceful and ready to assume responsibility	___	___	___	___	___
Quality of Work	Accurate and thorough	___	___	___	___	___
Quantity of Work	Completes the expected amount of work	___	___	___	___	___

Comments: ____

____

____

____

____

____

______________________________ ______________________________

Evaluator Title

See *CEIP*, Case Study #4

Monroe BOCES #1

Student Survey:
EMCC New Visions Medical Careers Program

1a. What did you learn about yourself as a person?

1b. What did you learn about yourself as a worker?

2. What did you learn that you would not have learned in the regular school program (about work habits, job and academic expectations)?

3. What did you learn that was above and beyond what your peers learned in their home school or what you learned in previous years when you attended your home school?

4. What did you learn from using computers? Could you have learned more? How would you rate the amount of time you had on computers?

newvis.sur

See *Other Unpaid Internships,* Case Study #1

5. Would you recommend this program to a friend? (Check one)

___ Yes ___ No ___ Not Sure

Comments: ______________________________

6. What do you see as the STRENGTHS of the New Visions Medical Careers Program? (Be specific)

7. What improvements would you suggest? (Be specific)

8. At this time, what are your plans for next year?

___ 4 Year college (Fulltime) program name: ______________________

___ 2 Year college (Fulltime) program name: ______________________

___ Employment (Fulltime) Employer and job: ______________________

___ Parttime employment and college. (Please list college, course, job)

___ Other: ______________________

9. General Comments about the New Visions Medical Careers Program:

EXAMPLE OF COMPETENCY REVIEW USED IN A VIDEO PRODUCTION PROJECT

(summer youth project)

Trainee: ______________________ Site: ______________________

JOB SPECIFIC SKILLS

Levels of Proficiency

0 - Minimum exposure for development of competency
1 - Performs competency with close supervision
2 - Performs competency with moderate supervision
3 - Performs competency with minimal supervision

COMPETENCY PROFILE

PRE-ASSESSMENT **POST-ASSESSMENT**

% of Time: ______

3	2	1	0	SAFETY:	3	2	1	0	3	2	1	Gain
				1. Follows safety procedures of workplace								
				2. Identifies safety hazzards.								
				3. ______________________								

% of Time: ______

3	2	1	0	SCRIPT WRITING:	3	2	1	0	3	2	1	Gain
				4. Brainstorming								
				5. Developing ideas.								
				6. Coordinating group input.								
				7. Working with a team.								
				8. ______________________								

% of Time: ______

3	2	1	0	SHOOTING:	3	2	1	0	3	2	1	Gain
				9. Operating a camera.								
				10. Shot Composition.								
				11. Setting up lights.								
				12. ______________________								

PRE-ASSESSMENT **POST-ASSESSMENT**

% of Time: ______

3	2	1	0	STUDIO OPERATION:	3	2	1	0	3	2	1	Gain
				13. Operating Switcher								
				14. Character generator								
				15. Tape room.								
				16. Staging.								
				17. ______________________								

% of Time: ______

3	2	1	0	EDITING:	3	2	1	0	3	2	1	Gain
				18. Cuts only								
				19. Audio								
				20. ______________________								

% of Time: ______

3	2	1	0	SOUND:	3	2	1	0	3	2	1	Gain
				21. Microphone setup								
				22. Operating sound studio								
				23. ______________________								

% of Time: ______

3	2	1	0	ON AIR EXPERIENCE:	3	2	1	0	3	2	1	Gain
				24. Camera presence								
				25. Interviewing techniques								
				26 Speech								
				17. ______________________								

Pre-Assessment Supervisor: ______________________ Post-Assessment Supervisor: ______________________

Smithtown High School
Cooperative Work Experience Program

Co-op Student: ______________________________

Dear Employer:

Please rate the Cooperative Work Experience student using the evaluation scale outlined below:

Mrs. Susan Gubing, School/Industry Coordinator, (516) 361-2435

Personal Qualities	4 Superior	3 Above Average	2 Satisfactory	1 Below Expectations
Appearance				
Dependable				
Punctual				
Poise				
Interest and enthusiasm				
Initiative/self starter				
Cooperation				
Courteous				
Judgment				
Honest				
Loyalty				
Basic Skills				
Ability to follow instructions				
Ability to think and solve problems				
Ability to communicate verbally				
Ability to use basic math on the job				
Ability to work productively alone				

EVALUATOR'S SIGNATURE: ______________________________ DATE: ________________

See *Cooperative Education and Paid Internships,* Case Study #1

Confidential Information/Controlled Distribution

KODAK YOUTH APPRENTICE PROGRESS REVIEW

Name Job Title Job Code Ins. No. Reg. No.

Supervisor Code Appraisal Period Assigned Location

Rate performance by placing an S or U in the boxes for those measures important to the job. Record the Overall Rating, either S or U.

S Satisfactory - Demonstrates ability and progress toward meeting or exceeding Youth Apprentice performance expectations.

U Unsatisfactory - Does not demonstrate ability or progress toward meeting Youth Apprentice Program performance expectations.

___ Quality of Results
___ Work Habits
___ Job Skills
___ Safety
___ Teamwork
___ Communications
___ Attendance
___ **OVERALL RATING**
___ School GPA
___ School Citizenship
___ School Attendance

Author/Appraised by ____________ Date ____________

Approved by ____________ Date ____________

See *Apprenticeship*, Case Study #3

COMMENTS AND SUMMARY:

Summarize the most important considerations, both favorable strengths and development opportunities, that support the overall appraisal. For any "U" ratings, provide enough detail for documentation purposes. Describe plans for personal guidance and training which will help the individual improve performance.

HIGHLIGHTS OF POST APPRAISAL INTERVIEW:

SIGNATURES:

This appraisal has been discussed with me. My signature does not signify agreement or disagreement.

Signature of Employee	Date
Post-appraisal Interviewer	Date

Program Evaluation

School and Business Alliance
of Broome & Tioga Counties

STUDENT EVALUATION

EVALUATION OF: (Check one)

_____ Speaker   _____ Tour   _____ Career Shadowing

Name of Presenter/Host: ______________________ Program Date: ______________

1. In general, how would you rate the program? (Check one)

   ___ Excellent   ___ Good   ___ Average   ___Needs Improvement

2. Briefly explain what you did or heard:

3. What did you like most about this speaker or career? (Be specific)

4. What did you like least about this speaker or career? (Be specific)

5. After your experience today, how did this program change your thinking about this speaker or career? (Please give a few examples.)

Your Name: ______________________ School: ______________________

Grade: ______________ Teacher/Counselor's Name: ______________________

Please return this form to the School and Business Alliance of Broome and Tioga Counties through your teacher or guidance counselor, or mail it to 435 Upper Glenwood Rd., Binghamton, NY 13905.

See *Field Trips*, Case Study #1
See *Job Shadowing*, Case Study #1

School and Business Alliance
of Broome & Tioga Counties

EDUCATOR EVALUATION

EVALUATION OF: _____ Career Tour _____ Career Speaker Presentation

Name of presenter/host: ______________________________ Program Date: __________

Employer: ______________________ Job Title: ______________________

	Needs Improvement	Good	Excellent
1. Your overall rating or presentation effectiveness?	____	____	____
2. How well did presenter(s) interact with students?	____	____	____
3. Organization and content of presentation?	____	____	____
4. Student responses to presentation?	____	____	____

5. Briefly describe the presentation including format, materials, content and setting.

6. How did you prepare your students for this career experience?

7. Presentation strengths?

8. Presentation weakness/suggestions for improvement?

9. What significant student comments or suggestion resulted from your discussion after the presentation?

10. What other follow-up activities are planned?

Your Name: ______________________ Subject: ______________________

School: ______________________

Number of students involved: __________

Please return this form to the School and Business Alliance of Broome and Tioga Counties, via BOCES mail. 435 Glenwood Rd., Binghamton, New York 13905-1699 (607) 763-3654

See *Field Trips,* Case Study #1

School and Business Alliance
of Broome & Tioga Counties

PRESENTER/HOST EVALUATION

THANK YOU for your participation . Please return this evaluation at your earliest convenience.

EVALUATION OF:

_____ Career Speaker Presentation _____ Shadowing/Career Observation Group

_____ Career Field Trip _____ Operation Interview

Your Name: ______________________ Job Title: ______________________

Company: ______________________ Date of Program: ______________________

Name of Participants/School: ______________________

Who participated from your business in addition to yourself? ______________________

____

1. In general, how would you rate the visit/program?

   ___ Needs Improvement ___ Good ___ Excellent

2. Briefly describe what happened:

3. What did you most enjoy about the experience?

4. Did you feel the students were well prepared?

5. What suggestions do you have for improving the experience both for yourself and the students? (program format, room setting, topic appropriate for age level, etc.)

6. Would you be willing to be a resource person again? ___ Yes ___ No

Please return this form to the School and Business Alliance of Broome and Tioga Counties, 435 Upper Glenwood Road, Binghamton, New York 13905

See *Field Trips,* Case Study #1, or *Job Shadowing,* Case Study #1

WORKFORCE PREPARATION PROJECT

COMMUNITY SCHOOL DISTRICT 9

1377 Jerome Avenue
Bronx, New York 10452

Name: ______________________________ School: ________________

Grade(s): ____________ Program Title: ______________________________

Teacher/Facilitator Survey
1995 - 1996

Please fill out the following survey and return it to Judith Marks Spokony, no later than May 26, 1995. It is important that we keep track of the programs that we implemented during this year's Workforce Preparation Project. Please attach student rosters for Peer Tutoring and Career Club Activities and student Pre- and Post-visit surveys for classes who visited the NYC Job and Career Center. Student evaluations may be sent by June 15, 1995 for Innovative Community Enterprises Classes, Career Clubs and Peer Tutoring Clubs. These evaluations will be sent to you by the first of June.

1. In which component(s) of the Workforce Project did you (your class) take part during the 1995-1996 school year?

   ____

   ____

2. Briefly describe the nature of your workforce activities and how you developed them with your students.

   ____

   ____

   ____

   ____

   ____

   ____

   ____

See *Career Exploration*, Case Study #1

3. Has your involvement with the Workforce Project over the past year (two years) had an impact on your approach to your students and/or curriculum activities? Please explain briefly.

4. Please comment on the level of interest for the Workforce activities that you observed in your students. (Please note programs by name (i.e., NYC Job and Career Center Visits, Innovative Community Enterprises Classes, Peer Tutoring, etc.).) In cases where there is more than one activity, please comment separately.

5. Briefly describe the Community Service Project that was undertaken for the Workforce Project this year. (June evaluations will request more specific information as to the activities and results of these projects.)

6. How would you go about spreading the Workforce preparation project throughout the District in the coming years, especially if outside funding is not available?

To:

From: Colleen

Date:

Re: Evaluation of the 1993 PECE Program

First of all -- thank you for all of the hard work you have done this summer. I appreciate the help you gave in organizing and starting up this new program. Now that the program is just about over, I would like to get your observations on how you think things went. Your candid comments (what you feel worked well/not so well) will help us in designing any future programs.

Given your experiences this summer, please comment on each of the following components of the program:

STUDENT LEARNING ACTIVITIES Please give your overall reaction to the Teacher and Student curriculum materials, the Topic Areas, Lesson Plans, Time allotments, etc.

See *Subsidized Employment Training*, Case Study #2

SILENT SUSTAINED READING Do you feel this was a valuable component of the program? Did this component complement the other academic and work components of the program?

JOURNAL WRITING Do you feel this was a valuable component of the program? Did it complement the other components of the program?

WRITING CLASSES Did this activity help the students in preparing for/completing their work projects?

SCRIPT WRITING Did this component help the students prepare for/complete their work projects?

PORTFOLIOS Do you think this was an important/valuable component of the program? Do you think the students felt this was an important activity?

VIDEO PROJECTS Given the objectives of the PECE model, do you feel this was an appropriate work activity for the students? Were the projects of interest to the students? Was there adequate time and planning to complete the project?

What do you think were the strongest elements of the overall program?

What do you think were the weakest elements of the overall program?

Are there any changes you would like to see made to the program?

Please list any comments (positive or negative) you have on the following aspects of the program:

STAFFING PATTERN. STAFF TO STUDENT RATIO.

COMMUNICATION BETWEEN THE MORNING AND AFTERNOON COMPONENTS

PARTICIPANT SELECTION/ASSIGNMENT

SUSTAINED SILENT READING MATERIALS

FACILITY, CLASSROOM SPACE

THE INCENTIVE POLICY

MANAGEMENT AND ADMINISTRATION

OTHER COMMENTS

Again, thanks for all of your help this summer. I appreciate your comments. Colleen

Previsits and Postvisits

WORKFORCE PREPARATION PROJECT

COMMUNITY SCHOOL DISTRICT 9

1377 Jerome Avenue
Bronx, New York 10452

NEW YORK CITY JOB AND CAREER CENTER VISIT

PRE-VISIT SURVEY

Your class has been chosen to visit the N.Y.C. Job and Career Center as a part of your school's participation in the Workforce Preparation Project. You will meet some interesting people and get a chance to ask some questions that you may wish to have answered with respect to your future career plans and aspirations. Please take a few moments now to complete this short questionnaire in preparation for the visit.

1. **What do you feel that you need to know at the age you are now in order to begin to prepare yourself for a job once you graduate from High School?** (Please try to list 1, 2 or 3 items.)

2. **If you could have any job/career that you chose to, what would it be? Why?**

See *Career Exploration*, Case Study #1

3. What should the school be doing to prepare you for a good job/career once you graduate from H.S.?

4. What should you be doing to prepare yourself for a good job/career when you graduate from school?

5. What kinds of things do you think you will do during the visit to the Job and Career Center?

WORKFORCE PREPARATION PROJECT

COMMUNITY SCHOOL DISTRICT 9

1377 Jerome Avenue
Bronx, New York 10452

NEW YORK CITY JOB AND CAREER CENTER VISIT

POST-VISIT SURVEY

You and your class have had a visit to the New York City Job and Career Center. Hopefully, you found out some things that will help you to think more clearly about what things you will need to do to plan for the job or career that you will be involved with after graduation from school. Please take some time to complete the following questionnaire about your visit. Thank you.

1. **What are some of the things that you learned about during your visit?**

2. **What did you think was the most valuable part of the visit?**

3. What do you think you will need, educationally, in order to work in the occupation in which you are most interested?

4. Now that you have visited the NYC Job and Career Center, what do you think you should be doing to prepare for your future career opportunities?

5. How would you rate the trip to the NYC Job and Career Center? Please circle the number from 1 to 5 on the scale below that best describes your feeling about the value of the trip. Briefly explain why you chose the rating that you did.

1	2	3	4	5
Poor	Not Very helpful	Somewhat helpful	Very helpful	Great

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